The 21st Educational Incubator for Girls

Application for a Public Charter School
(Projected) Opening in the 2021-22 School Year

Submitted by:
The Destiny House Board of Directors
Rich ED Academy of Leaders (REAL) Founding Team

LaShundra D. Richmond, Founder & Executive Director

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Introduction

This application is designed for use by for all new charter schools in Tennessee including new start charter schools, existing Tennessee operators proposing to replicate an exact model (including focus and grade levels) of an existing school, existing Tennessee operators who would like to change their focus and/or grade structure, or existing charter school operators who are not yet established in Tennessee. A **separate** application shall be submitted for each proposed school. **NOTE: The Achievement School District (ASD) has a separate process for chartering schools, outlined here. Do not use this application if you are applying to the ASD.**

Before starting a charter school application, sponsors should:

- Review all elements of the *Tennessee Public Charter Schools Act* (Tennessee Code Annotated Title 49, Chapter 13).
- Review the startup guides, reference guide, timeline, FAQs, and other materials available at
- https://www.tn.gov/education/school-options/charter-schools/charter-school-application.html
- Contact the LEA which will receive the application to find out any local guidelines for applicants. Several
- Tennessee LEAs have, as a means of defining what they believe are "the best interests the pupils, school district or community," (T.C.A. § 49-13-108) outlined specific priorities they ask sponsors to address in applications. Sponsors may choose not to address any of those priorities and, if denied for failing to do so, may appeal to the State Board of Education. However, because Tennessee charter schools "operate within a school district structure," seeking to align interests early on is likely to increase "accomplishment of the necessary outcomes of education." (T.C.A.§ 49-13-102).
- The table below should be used to determine which sections of this application must be completed.

Applicant Type	Description	Required Sections
New-start applicant	Operator with no existing schools	• Academic Plan Design and Capacity:**1.1 through 1.12** • Operations Plan and Capacity: **2.1 through 2.10** • Financial Plan and Capacity: **3.1 and 3.2**
Existing Tennessee operator proposing new focus/grade structure ***OR*** Existing non- Tennessee operator ***OR*** Existing ASD operator to a non-ASD authorizer	Operator with existing schools in Tennessee proposing to change their focus and/or grade structure ***OR*** Operator with existing schools outside of Tennessee ***OR*** ASD Operator with existing schools in Tennessee proposing to another non- ASD authorizer	• Academic Plan Design and Capacity:**1.1 through 1.14** • Operations Plan and Capacity: **2.1 through 2.16** • Financial Plan and Capacity: **3.1 through 3.3** • Portfolio Review and Performance Record: **4.1**
Existing Tennessee operator proposing exact focus/grade structure	Operator with existing schools in Tennessee proposing no change in focus or grade structure	• **Submit original application** • Academic Plan Design and Capacity: **1.2,** • **1.12, 1.13, and 1.14** • Operations Plan and Capacity: **2.11** • **through 2.16** • Financial Plan and Capacity: **3.4** • Portfolio Review and Performance Record: **4.1**

Existing Operators in Tennessee Applying to Replicate Exact Focus/Grade Structure:
A Tennessee operator requesting replication must:

- Be in compliance with all local, state, and federal laws and their existing charter contract;
- Be in at least Year two (2) of operation in Tennessee; and
- Provide student performance data analysis from state assessments, including but not limited to: TCAP/TN
- Ready Achievement, EOC, and ACT.
- TVAAS Data
- **Contents**
- A completed application shall include the following:

1. General information;
2. Assurances form signed by the authorized agent of the public charter school sponsor;
3. Application narrative that addresses each applicable section;
4. Projected budget; and
5. Applicable attachments.

Format

- The application, excluding attachments and budget worksheets, may not exceed 250 pages. For existing operators in Tennessee applying to replicate exact focus/grade structure, inclusion of the original application does not count towards the 250-page limit.
- Hard copies of the application should be placed in three ring binders, with the front cover and spine labeled with, at minimum, the name of the proposed charter school.
- Each section of the application should be tabbed and clearly labeled according to the table of contents.
- All pages in the application (after the table of contents) should be numbered sequentially (e.g., 1 of178).
- Applicable attachments should be clearly labeled and referenced as appropriate in the narrative.
- The electronic copy should be an exact version of the hard copy and should be submitted as one PDF
- document including all attachments and the budget. In addition, one excel version of the budget worksheet should be attached.
- **Filing**
- A completed application must be submitted to the charter authorizer and the Department of Education by the close of business on **April 1**. When amended applications are submitted to an authorizer, one electronic copy must also be submitted to the department. *Note: Tennessee law provides that when the April 1 deadline falls on a Saturday, Sunday, or State observed holiday, the application materials are due to the State on the next business day.*
- Applicants may be required to submit up to five (5) hard copies, and one electronic copy of the application materials to the authorizer. Authorizers may charge an application fee of up to $2,500 perschool.
- Electronic copies may be submitted to the department via email, online file transfer service, CD, USB drive, etc. Please submit applications to the department using the contact information below:
- Email: charter.schools@tn.gov

Mail:
Director of Charter Schools Tennessee Department of Education 9th Floor – Andrew Johnson Tower
710 James Robertson Parkway | Nashville, TN 37243-0379

GENERAL INFORMATION

Name of proposed school: Rich ED Academy of Leaders
Projected year of school opening: 2021
Charter authorizer for proposed school: The Destiny House
Sponsor/Sponsoring Agency: Shelby County Schools (SCS)
The sponsor is a not-for-profit organization with 501(c)(3) status: Yes X_ No_ In Process ___

Model or focus of proposed school: all-girl, middle school

Name of primary contact person (this person should serve as the contact for follow-up, interviews, and notices regarding this application): LaShundra D. Richmond
Mailing address: 3592 Graceland Dr. | Memphis, TN 38116
Primary Telephone: (901) 830.1674
Email Address: richedconsulting@gmail.com

Names, current employment, and roles of all people on school design team (add lines as needed):

Full Name	Current Job Title and Employer	Position with proposed school
LaShundra Richmond	Resident Leader-High Tech High	Founder/Executive Director
Lytania S. Black	Assistant District Coordinator-HopeWorks	Proposed School Leader
Tamika (TJ) Jefferson	Principal Owner-Tell Publishing	Board Member
Fred Holmes	Professional Learning Coordinator-Shelby County Schools	Board Member
April Terrell	Interim Executive Director	Board Member
Shetona L. Edwards	Classroom Teacher-Catholic Diocese Schools	Literacy Coach

Name of proposed school leader (if any): Proposed school leader's current employment: Lytania S. Black, Hopeworks
City or geographic community: Memphis, TN
Does the proposed school intend to contract or partner with a charter management organization (CMO) or not-for-profit education service provider? Yes No
If yes, identify the CMO or other partner organization: n/a

Does this applicant have charter school applications under consideration by any other authorizer(s)? Yes __ No_X _

If yes, complete the table below, adding lines as needed: n/a

Indicate Applicant Type:

- ❑ New-Start Applicant
- ❑ Existing TN Operator Proposing New Focus/Grade OR Existing non-TN operator OR Existing ASD operator
- ❑ Existing Tennessee Operator Proposing Exact Focus/Grade Structure

ASSURANCES

As the authorized representative of the sponsor, I hereby certify that the information submitted in this application for a charter for Rich ED Academy of Leaders is true to the best of my knowledge and belief, realizing that any misrepresentation could result in disqualification from the application process or revocation after award; and if awarded a charter, the school:

1. Will operate as a public, nonsectarian, non-religious public school, with control of instruction vested in the governing body of the school under the general supervision of the chartering authority and in compliance with the charter agreement and the Tennessee Public Charter Schools Act;
2. Will follow all federal, state, and local laws and regulations that pertain to the operation of a public school, unless waived according to T.C.A. § 49-13-105;
3. Will provide special education services for students as provided in Tennessee Code Annotated Title 49, Chapter 10, Part B of the Individuals with Disabilities Education Act; Title II of the Americans with Disabilities Act of 1990, and Section 504 of the Rehabilitation Act of 1973;
4. Will adhere to all provisions of federal law relating to students who are limited English proficient (LEP), including Title VI of the Civil Rights Act of 1964 and the Equal Educational Opportunities Act of 1974, that are applicable to it;
5. Will follow all federal and state laws and constitutional provisions prohibiting discrimination on the basis of disability, race, creed, color, national origin, religion, ancestry, or need for special education services;
6. Will utilize this application as a contract with the authorizer, if no other agreement is signed, pursuant to Tennessee Attorney General Opinion No. 10-45;
7. Will comply with all provisions of the Tennessee Public Charter Schools Act, including, but not limited to
    - employing individuals to teach who hold a license to teach in a public school in Tennessee;
    - complying with Open Meetings and Open Records laws (T.C.A. §§ 8-44-101 et seq.; 10- 7-503,
    - 504) (guidance is available from the Office of Open Records Counsel);
    - not charging tuition, except for students transferring from another district to the school
    - pursuant to the local board's out-of-district enrollment policy and T.C.A.§ 49-6-3003;
    - following state financial (budgeting and audit) procedures and reporting requirements
    - according to T.C.A. § 49-13-111, 120, and 127;
    - requiring any member of the governing body, employee, officer, or other authorized person
    - who receives funds, has access to funds, or has authority to make expenditures from funds, to give a surety bond in the form prescribed by T.C.A.§ 8-19-101; and
8. Will, at all times, maintain all necessary and appropriate insurance coverage.

_____

Signature

_____

Printed Name of Authorized Signer

Board Chair-The Destiny House
Title of Authorized Signer

Executive Summary

Introduction

The No Child Left Behind (NCLB) Act of 2001 mandates standards□based educational reform to ensure that ALL students – including those from minority and low□income families—have equitable access to educational opportunity and achievement. The NCLB framework presents both challenges and opportunities for local education agencies (LEAs). On the challenge side of the equation, LEAs must be more prudent in investing in strategies that are most likely to produce timely outcomes that meet state and federals standards for all children. At the same time, NCLB offers an opportunity to identify demographic subgroups for which significant academic progress has been more elusive and to pursue targeted strategies to help close achievement gaps among groups. The NCLB legislation coincides with a period in which girls throughout the United States and in Shelby County have greater opportunities for academic achievement, civic participation, and employment than ever before. Compared with previous decades, girls are increasingly more likely to enroll in college, earn a degree, and hold professional or skilled employment outside the home. These indicators represent an optimistic future for many girls; however, among the students within the Shelby County school system, there are subsets of girls for whom academic success remains unrealized, potentially compromising their futures. The Destiny House was formed in 2016 as a collaborative effort between the business, education and community sectors centered around a mission of providing practical approaches towards the advancement of lives of women and children, with one of the core strands of advancement being to enhance educational opportunities for girls and young women in Shelby County. The organization has developed a design for a single gender, public charter school – Rich ED Academy of Leaders □ that represents an innovative, standards□based response to the academic and social needs of those girls in Shelby County who face barriers and stumbling blocks to realizing their full potential.

• The proposed plan for the school;

In partnership with families and community, our goal is to create relevant learning opportunities for students -- both inside and outside the classroom with integrated experiences in advocacy and empowerment, social inquiry and leadership development. REAL provides its students with a unique opportunity to prepare themselves for the challenges and choices they will face as women and citizens of the world. Our emphasis on relationships gives students a sense of belonging during these important transitional years. More than just experts in their subject areas, our teachers are experts in our students. Teachers know every girl's story, including their interests, worries and aspirations which allows us to help them recognize their strengths, build their confidence, and feel supported even when they stumble, stretch and grow.

Our Educational Philosophy

Offering a rigorous, liberal arts study, the tradition of a broad education in various fields, including literature, philosophy, math, and the social and physical sciences that encourages engagement and experimentation. REAL develops high standards and character while creating an environment that fosters self-confidence and the joy of learning. Charging our students to meet the demands of academic excellence and responsible citizenship in a changing world, we teach that diverse points of view fuel inquiry, engagement and deeper understandings of complex truths. We believe in the strength, intellect and vitality of women.

Our model-the REAL World Experience (RWE) empowers students to inquire into a wide range of issues and ideas of significance locally, nationally and globally. The result is young people who are creative, critical and reflective thinkers. Our rigorous curriculum constantly evolves to keep pace with the latest developments in teaching, the requests of our innovative faculty and the needs of our curious, highly motivated students. A progressive sequence of increasingly challenging classes stimulate intellect, promote curiosity and ready students for the demands of higher education. The REAL Liberal-Arts curriculum framework infuses experiential learning at the core of each learn by doing lab (i.e.: classroom) comprised of seven subject groups: English: language and literature, Social

Studies/History: individuals and societies, Sciences, Mathematics, Arts, Foreign Language, Physical and Health education. Leadership behavior and Service to the community are all essential parts of the RWE that provides a broad and balanced education for middle school girls.

Our 6-8 educational program aims to develop the intellect, character and citizenship of each girl to its highest potential. Passionate educators – architects of the student experience at REAL – design projects & units of inquiry and study that inspire our girls to be innovative thinkers, collaborators, and leaders who demonstrate compassion, courage, and integrity. REAL girls are proud of their individual and collective achievements and embrace their failures as opportunities to deepen learning. The girls value hard work and accept struggle and ambiguity as necessary parts of the learning process. Over the course of their years at REAL, girls build confidence, tenacity, and resilience by engaging in an intellectually demanding and stimulating academic program.

• The geographic and population considerations of the school environment;

We are very aware of the many misperceptions around the single-gender learning environment. We are also sensitive to the needs and interests of girls. Forged by a team of educators, women leaders in the city, community members, parents and students, Rich ED Academy of Leaders (REAL) seeks to leverage the assets of the city to provide girls with the experiences, skills and network they need for a meaningful and productive life. We believe that there is a great promise and possibility for girls to have their own learning space to thrive and flourish in.

• The challenges particular to those considerations;

Today, our world is more interdependent than ever before. Our greatest challenges are truly global in scope: from climate change to human rights; to global health and sustainable human development. From global access to clean water and healthy food; to diplomatic breakdowns and domestic polarization. Educated, empowered women will be indispensable to overcoming these challenges. Our job is to help educate, nurture, and empower the girls who will become these indispensable women. REAL is dedicated to raising awareness about the importance of female representation in positions of leadership.

• The applicant team's capacity to successfully open and operate a high quality school given the above considerations.

To create the REAL model described in this application, the organization convened a Planning and Design Team comprised of educators, social service providers, educational technology experts and specialists in programming for girls and women. The Foundation and the Planning and Design Team have been proactive and future□focused, taking into consideration not only what underperforming girls need to succeed academically and socially, but also what our community needs to remain competitive in an increasingly complex global economy. The Destiny House acknowledges the many improvements that the Shelby County Schools (SCS) reform efforts have achieved. Despite these impressive accomplishments, data indicate that a number of girls are still underperforming academically. The academic challenges for girls of color and girls from low□income neighborhoods, in particular, derive from a variety of causes and require solutions that are not easily implemented in a traditional public school setting. REAL is poised to be an additional choice for parents of girls who have not yet realized consistent academic success. As a small learning laboratory and a locus of "home grown" innovation, REAL expects to emerge as yet another success story for Shelby County's public school system.

The School Founder-LaShundra Richmond, along with the proposed Head of School, former MCS/SCS Administrator-Lytania S. Black, and current board chair-Tamika (TJ) Jefferson, all Memphis natives and graduates of legacy Memphis City Schools began the work around researching the possibilities, need and impact of an all-girl school in the city of Memphis and where would be the ideal location without taking away from any other school

and/or community. They also went further in researching what type of school model would greatly benefit the all-girl learning community. We met with innovative education leaders from across the country, and her findings confirmed the viability of creating an all-girl learning environment which would be the first all-girl public charter middle school in the city of Memphis and only the second in the state of Tennessee. After meeting with various stakeholders, they too expressed an enthusiasm as to what this alternative model could mean for girls in Memphis. We've also received preliminary expressions of interest from families with girls entering the 6th grade in the 2021-2022 school year. We believe our home city of Memphis--a city and region of growth that embraces innovation is a great place for this model. We expect REAL to thrive because of its ability to innovate and help the entire community of Memphis evolve.

The leadership team has a wide range of experience and relationships that are extremely vital to this process. Each of them are committed to school-wide change, highly respected in their communities and individual professional industries, possess leadership potential and effective interpersonal skills and have the ability to see this project through to successful implementation. They have dedicated their time, talents and energy to being a part of this team as volunteers which shows their willingness to serve students and the community and understands the greater good that this school will render for students, families and the entire city. REAL's Founder, LaShundra D. Richmond, has worked in a number of positions both within the home and state school district with experience ranging from Teacher Leader, Community Engagement and Outreach, Student Support Services, School Culture and Curriculum Design. Our school founder previously served on the founding leadership team of a high school within our state school district which boasted great gains in recruitment and outreach and a comprehensive wrap-around services model. REAL's Founding School Leader/Head of School, Lytania S. Black-brings previous experience as a School Leader of another charter school within our home district and has worked in several administrative roles in the district centered around Instruction and Curriculum Development, Compliance, Teacher Coaching, Adult Learning and Restorative Practices.

Our founding design team members are the incredible men and women who have the honor—and the responsibility—to educate today's girls who will become tomorrow's leaders. We are passionate about ever-improving how we fulfill this mission. Now, more than any other moment in history, it is important to educate girls to become the women who are needed to solve the world's biggest challenges. The founding Board of Directors of Rich ED Academy of Leaders (REAL) strive for the highest level of stewardship. As custodians of the integrity of REAL, the Directors commit themselves to support Rich ED Academy of Leaders in achieving its mission to prepare the girls of Shelby County for success in college, career and life. The Directors accept an obligation to both support and govern the school. The founding board is a group of conscientious, committed parents, educators, and community leaders. The skill sets of board members range from: Public relations, Policy development, Outreach and Engagement, Facilities Management, Finance, Academic Compliance, and Curriculum Design. As a founding board, we understand the mission and the vision and have developed a strategic plan of action that ensures the efforts set are successful and sustainable. There has been a significant amount of time put towards establishing internal processes and protocols and cultivating member relationship with one another, the community in which we intend to serve and our future families.

SECTION 1: ACADEMIC PLAN DESIGN AND CAPACITY

1.1 School Mission and Vision

In this section:

(a) Provide a mission statement for the proposed charter school. Note: the mission statement should indicate in measurable terms what the school intends to do, for whom, and to what degree. A school's mission statement provides the foundation for the entire application.

Mission

Rich ED Academy of Leaders (REAL) is an educational incubator for girls that inspires them to become creative thinkers, innovators, and courageous leaders to meet the challenges of their time.

As an educational incubator, REAL creates *an intentionally structured and personalized learning community for girls* where their gifts are cultivated, identities developed, and their dreams are celebrated and believed in enough to come true. Every day in our quest to achieve this mission we provide each and every girl the quality instruction and equitable support required to thrive in the 21st century. The educational program is defined by rigorous curriculum standards to ensure all students meet or exceed local, state and national academic standards. REAL focuses on enhancing the learning capabilities of all learners.

REAL seeks to provide girls with rigorous and relevant academic and workplace skills, preparing its graduates for postsecondary success and productive citizenship. Rich ED Academy of Leaders (REAL) focuses on enhancing the learning capabilities of all learners. The school serves girls from across the city and uses a liberal arts infused curriculum to teach subject-area content and 21st century competencies. The school believes that every girl should be prepared for both the world of college and meaningful careers when they exit REAL's middle school (6-8) educational program. A liberal arts curriculum challenges students to think creatively, develop strong analytical thinking skills, and problem-solve. It is also interdisciplinary in nature. Students can then apply what they learn in the classroom and develop transferable skills for a rapidly changing global economy. Every day, girls thrive in an environment filled with creative projects, interactive lessons, rigorous academics, challenging competitions, and teachers who know and understand them as individuals.

As our mission states, We want girls to understand and approach the grand challenges and wicked problems facing our world, such as climate change and opioid addiction, which are not solely issues of science or technology, sociology or economics, but complex, layered issues that demand broad thinking and collaboration. We want our students to be innovators. If life in Memphis and beyond is to improve, we need a workforce that can address global problems with innovation that is relevant —technologically, socially, economically, with respect for all cultures and genders. All of this learning drives students to begin thinking and acting with their careers in mind from their very first year of middle school at REAL.

Our goal is to be at the 25th percentile or above in proficiency as compared to the rest of the State of Tennessee and recognized as the first public all-girl charter school in the city of Memphis and West Tennessee.

School Profile

- REAL is an all-girls school—the second single-gender, secondary public school in the state of Tennessee.
- REAL is a small learning community with inspiring teachers who know every girl's story.
- REAL girls graduate prepared for college and/or 21st century careers and position our community to remain competitive in an increasingly complex global economy.
- REAL is hands-on, experiential learning everyday.
- REAL is an urban classroom because of its proposed location of Downtown Memphis and the many learning opportunities and resources available in the surrounding areas of the school.
- REAL girls are students who learn to think, write, and speak critically and independently.

REAL's Model is followed by these core values:

Core Values

Integrity
We are truthful, fair, respectful, amd trustworthy in our words and actions. We hold ourselves accountable to high standards. We are responsible for or words and action. We respect ourselves and others, even when its hard.

Contribution
We are apart of the REAL sisterhood. We support each other and help one another. When we see a need, we demonstrate leadership to fill it. We all have something to contribute to the community around us-- in and out of school. We join in and take ownership of our learning. Each of us brings excellence to the classroom. We contribute to our community because what we get out of it, what we put into it.

Support
We encourage, celebrate and value one another as individuals. We accept and celebrate each other's differences.

Courage
We take chances and risks in the classroom. We don't give up when we're feeling discouraged. We are determined to learn and improve every day. We are not afraid to be ourselves. It is okay to be curious and feel safe to go out on a limb. We advocate for ideas, ourselves, and others with confidence.

Joy
We are positive, energetic, and allow space for laughter. We are quick to show gratitude and camaraderie. We celebrate our individual and collective accomplishments. We find the fun in learning.

(b) Describe the vision of the proposed school and how it will help achieve the school's mission.

Vision

To become a 21st century educational incubator for girls in the Greater Memphis area that inspires, incubates and launches the next generation of leaders by improving academic, social, and emotional outcomes for girls while helping to restore balance in our city in equitable and socially just ways.

Our vision is bold but simple: for every girl to be challenged to kindle her unique spark, chart a course for a meaningful future, and build the knowledge and skills to achieve it. REAL will create a community of responsible and empowered global citizens and lifelong learners in a safe learning environment of mutual respect and trust that embraces diversity, and instills respect through the provision of a rigorous liberal arts curriculum. Every student will be challenged to learn, grow and accomplish academic, social and vocational goals for the future. In a liberal arts setting, intellectual fearlessness is achieved through the development and enhancement of competence, community and character. Competence comes through a rigorous education — one that builds and sharpens the skills of critical thinking and analysis; the ability to understand the political, social, natural, ethical, cultural and economic aspects of the world we inhabit; the ability to continue to learn; and the disposition to be intellectually nimble, to exercise judgment and to communicate effectively. We don't tell students *what* to think. We strive to teach them *how* to think, to give them the knowledge and skills to develop the courage to think for themselves and shape their own principles, perspectives, beliefs and solutions to problems. We also provide students with seemingly endless ways to serve the common good — the notion that we have an obligation to something bigger than ourselves. This serves to strengthen our community and to make our students part of other communities, helping them better understand what binds each of us together. We want our students to understand and celebrate their wonderfully diverse identities, experiences and backgrounds, while also enjoying and appreciating the deep bonds of being a part of our college community. Being part of a strong and diverse community requires an ability to talk honestly with one another about the real issues. That's why we push our students to develop skills and an ability to engage in thoughtful and respectful ways with those who have varying perspectives, and with whom they may disagree — sometimes profoundly. We also seek to promote character — principled lives, work and play that have integrity, an acknowledgment of the gifts we have been given and respect for others and ourselves. There will be many chances over three years for students to actually engage in challenges that test and develop their character.

Rich ED Academy of Leaders will set all students on the path to college from the beginning of sixth grade by providing rigorous curriculum thoroughly aligned to state and national standards, high-quality instruction that intentionally places every child on a measurable track of success, and character and leadership development that will nurture our girls and our communities and allow them to grow and thrive. Proposed to open in August 2021, three years later we will be fully enrolled in all grades 6-8, meaning that in 2024, in response to the challenges and goals outlined in "Destination 2025," 336 girls in Memphis will be receiving a public 6-8 education that ensures that they are (a) reading on or above grade level as measured by state and national assessments, (b) responding to rigorous grade level text as measured by those same assessments, and (c) have the literacy foundations of fluency, comprehension, and expression that puts them firmly on the path to college. On the road to 2027, we will hit multiple milestones as we build out the vision for Rich ED Academy of Leaders. After one year of enrollment, in the spring of 2023, at least 80% of our students will demonstrate at least 2 years of growth on the Northwest Evaluation Association Measures of Academic Progress (NWEA MAP) assessment. In the spring of 2024, at least 50% of all 8th grade students who attend for three consecutive years will read and do math on or above grade level with the performance category of On Track (Level 3) or Mastered (Level 4) on TNReady. In August 2026, 112 8th graders will enter high school reading and doing math on or above grade level, understanding their progress towards college entrance.

To provide an excellent 6-8 educational option to Memphis families and students who do not currently have access to one, we will strategically target economically disadvantaged, majority African-American girls residing in the North Memphis/Uptown (38107) and South Memphis (38126) communities.

As outlined below, at the center of our vision are three core components of our instructional program:

Teachers at the Core of the Vision

REAL's Teachers are responsible for creating and facilitating instruction. Not only do they teach but also nimbly facilitate student learning along different paths and through multiple pedagogies—and they are trusted not just as

experts in instruction but as the creators of educational experiences. Their practice is always changing and evolving, as they develop new ways to build the scaffolding that enables their students to connect to what they are learning across diverse environments and opportunities.

Rigorous Academics and Personalized Learning. At REAL, all students will participate in a rigorous, liberal-arts and college-preparatory curriculum. All of our teachers will deliver high quality core instruction, guided by a robust data-driven environment to provide personalized learning opportunities through targeted instruction and academic supports and enrichment. Through regular and systematic assessment of each student and her work, every student will have a personalized and evolving learning profile based on the Response to Intervention (RTI) Framework. These profiles will drive instructional practices for the team and the goals of targeted intervention and enrichment offered daily to students as a fully integrated part of their schedules.

Academically, we will provide targeted programming to help students overcome historic achievement gaps. We know that it is not enough to simply double down on English/Language Arts and Math instruction to improve overall outcomes for students. Rather than simply drilling to prepare for state tests, REAL will provide academic experiences that focus on critical thinking, experiential learning, cross-curricular applications, through the lens of liberal arts. Beyond this, we will implement character education programs, leadership development opportunities, an intentional focus on literacy and student discipline policies to promote students' identity, collaboration and leadership skills.

A Focus on Literacy. Many of the students in our target population are several grades behind their more affluent peers in Reading and Language Arts. We know that literacy is the foundation for all learning, therefore, literacy is embedded and aligned across all content areas at REAL. Students will receive over 90 minutes of dedicated literacy instruction in addition to content-driven literacy in other subject areas weekly. Through proven literacy practices, such as Guided Reading, Kick Back and Read (KBAR) and literature circles, students will develop the critical reading, writing, speaking, and listening skills they need to be successful in high school, college, and their careers. All teachers will be teachers of literacy and will receive the training they need to infuse literacy into their content areas as well as provide targeted reading instruction.

Leadership Development. In an effort to ensure that students are successful when they leave us, we have to equip them with the necessary "soft skills" and character traits that will accompany their academic success. Providing students and families with Personalized Learning Profiles, organizational skills, and character instruction allow them to become leaders and take responsibility for their learning. Through our weekly Leadership Seminar, called "the REAL World", students explore the concept and application of leadership through the study of leaders and leadership characteristics. This program, facilitated by faculty advisors/homeroom teachers, builds a sense of independence, a willingness to inspire and become role models, and the ability to become problem-solvers for themselves and others. In addition, REAL's core values of: Integrity, Contribution, Support, Courage and Joy support students' leadership development. Learning and practicing these core values will help instill in students the life skills that must accompany academic skills in order for students to be successful in high school, college and career. Students will engage with these values through our leadership development program; they will receive positive reinforcement for demonstration of the values through our school-wide behavior system; and curricular themes and community meetings will align with and support the values.

Parent and Community Collaboration. At REAL, we serve families, not just students. In an effort to build leaders in the community, we will engage and support our parents. More specifically, we provide meaningful ways for families to be involved in their student's learning through collaborative Family Data Days; workshops around supporting REAL students as well as sessions determined by parent need; and authentic leadership opportunities through our parent-led committees. We collaborate with the community by partnering with key organizations, such

as UCAN of Memphis, Campaign for School Equity, Memphis Music Initiative, LeMoyne-Owen College and The College Initiative to provide programs for our students and by supporting the community through service.

The City as Classroom. At REAL, learning isn't confined to classrooms but extends seamlessly into the dynamic city—and the wider world—that surrounds them. Specifically, the Downtown Memphis community will become a fully networked ecosystem of learning where education happens everywhere, in both formal and informal learning environments.

It is our deep belief that we have both the opportunity and the responsibility to create a new and better future for our girls, our school, and, by extension, our city. Every student who attends REAL will discover her spark, along with a strong sense of self and purpose. Each and every student will graduate from high school ready for college and career and equipped with the skills, capacities and dispositions outlined in REAL's Graduate Profile. REAL's vision and mission are inspired by the long term outcomes for alumna, as reflected by the Planning and Design Team's *portrait of a REAL graduate:*

KNOWLEDGE & SKILLS

Content Knowledge ***Ready to think, learn and grow.*** We help our students master the fundamentals they need to know to succeed--and develop problem-solving and critical-thinking skills.	**Career and Life Skills** ***Ready for career, ready for life.*** We help our students acquire the knowledge, skills and experience they need to navigate in the world, think critically and communicate effectively. We partner with local businesses to expose students to real challenges and learn how to solve them.	**Global, Local and Digital Identity** ***Ready to tackle a changing world.*** We equip students with the skills they need to succeed in the future. They learn about various cultures, understand new technologies and participate in local apprenticeships.

The Graduate Profile:
Developing Students to Compete & Thrive in the 21st Century World

BEHAVIORS & DISPOSITIONS

Leadership, Empathy and Collaboration ***Ready to lead, ready to work with others.*** We organize activities in teams to help students learn to work together. We also encourage students to work with partners outside the classroom, such as family members and mentors, to prepare students to both lead and collaborate.	**Creativity** ***Ready to create.*** We provide opportunities for our students to be creative and at the center of solutions. They tackle environmental problems and make their communities inclusive.	**Sense of Purpose and Sense of Self** ***Ready to be their best.*** We believe in each and every one of our students. We nurture their growth and teach them life lessons so they can recognize their full potential, whether they require extra support or a new challenge.

(c) Describe how the mission and vision of this school will meet the prescribed purposes for charter schools found in T.C.A. § 49-13-102;

With all of the girl magic that's happening across the city and country, it's only smart to come to the realization that now more than ever is the time to create a learning space for girls to be cultivated to thrive and flourish beyond the school setting. All-girl schools are not new, but historically is a privilege of being apart of an affluent family and/or navigating some treacherous waters to be one of the girls afforded such once in a lifetime opportunities.

The design and development of Rich ED Academy of Leaders (REAL) is rooted in the belief that girls should have their own learning spaces to grow, thrive and flourish in. One that allows girls that openly and freely find their paths of identity, liberation and reclaim what it means to grow and develop as a leader both in and outside the classroom, and is available to all families regardless of socioeconomic status, income or other social disparity. By providing this single sex education in the public sector, all students, including those in poverty and minorities, will have the same choices as those who can afford private schools. Rich ED Academy of Leaders believes that a rigorous, high-quality, college preparatory education is a civil right for all children. At the heart of the civil rights struggle in our country, we believe that regardless of socioeconomic status, household income, ethnicity, native language, household educational level, or race, all children have the right to receive a high-quality education on which each child can build a future of possibility and promise. Rich ED Academy of Leaders will set all students on the path to college from the beginning of sixth grade by providing rigorous curriculum thoroughly aligned to state and national standards, high-quality instruction that intentionally places every child on a measurable track of success, and character development that will nurture our children and our communities and allow them to grow and thrive.

T.C.A. Purposes (1) and (2). In accordance with purposes (1) and (2) in T.C.A. § 49-13-102(a), Rich ED Academy of Leaders proposes a school model to address the achievement gap between high-achieving and low-achieving students and to provide an opportunity for parents to have an educational choice that will allow them to meet the educational needs of their children. Our intense focus on literacy and math supported by robust intervention for struggling students will allow us to address the needs of all students. In the 38107 and 38126-zip codes, there is: no access to a private school option; only one elementary school with a SPF rating above 3.00 in 38107; and no existing charter school options authorized by Shelby County Schools (SCS). In South Memphis, all of the middle schools score at below at 3.00 SPF rating and all but three elementary schools are rated less than 3.00. We will offer parents a high-quality, seamless, and college preparatory 6-8 middle school that prepares their children for entrance and success in the high school of their choice. Unlike existing school options in our targeted communities of North Memphis/Uptown (38107) and South Memphis (38126), our goal is for students to achieve scores at or above the benchmark for college readiness on college entrance exams by the end of eighth grade. Our eighth-grade graduates will have a clear picture of what college looks like and will be able to articulate what is required for college entrance. More detail on our target community is provided in **Section 1.2.**

T.C.A. Purpose (3). In accordance with T.C.A. § 49-13-102(a)(3), Rich ED Academy of Leaders school design encourages the use of innovative teaching strategies such as literacy rotations via small groups, habits of discussion, and a balanced literacy model to provide a solid foundation for literacy in 6-8. We leverage cognitively guided instruction and other instructional strategies focused on literacy to encourage students' critical thinking skills. In exchange for this autonomy, we understand that we have increased accountability under Every Student Succeeds Act (ESSA) for all students including subgroups.

T.C.A. Purpose (4). In accordance with T.C.A. § 49-13-102(a)(4), Rich ED Academy of Leaders has designed our goals to ensure pupils have the opportunity to reach proficiency on state academic assessments, as well as nationally normed assessments, and to sustain academic performance growth over time. More detail on our goals is provided in **Section 1.4**.

T.C.A. Purpose (5). Rich ED Academy of Leaders school design will support teacher development in accordance with T.C.A. § 49-13-102(a)(5). Our school design will support teachers before the school year starts with 14 days of professional development, coaching throughout the year, and ongoing development to provide opportunities to learn and grow in our school. Detail on our PD plan is provided in **Section 2.5.**
T.C.A. Purpose (6). Our partnership with parents and community members will allow Rich ED Academy of Leaders to fulfill T.C.A. § 49-13-102(a)(6). Among other parent participation opportunities, detailed in **Section 1.12** of this application, parents will have the opportunity to meet with teachers throughout the year and attend Real World LIVE, field trips, and weekly and monthly Community Circles, the quarterly Saturday Sessions-(APB Summit) to participate meaningfully in their children's education. We will expect all parents new to REAL to attend orientations before the start of the school year, and all parents (new and returning) to attend quarterly parent-teacher and student-led conferences. In addition, parents will have many opportunities to volunteer in the school. More detail on our parent involvement is provided in **Section 1.12**.

(d) Describe how the mission and vision of this school addresses any priorities set by the chartering authority; and

As stated by the State of Tennessee, our charter school will not recruit girls based on ability or performance, and will not turn away students for any reason. Rich ED Academy of Leaders will provide learning opportunities for girls of all abilities, and achieve strong results with their full student populations, among them special needs, gifted, and English Language Learners. The current community and school performance data and Rich ED Academy of Leaders' familiarity with the community indicates that our anticipated school student population will have significant academic, social and emotional needs. These are the girls we seek to recruit, and we focus and implement our outreach plan accordingly. Our academic plan provides a rigorous academic program with extensive and embedded supports for each student as fits her needs, and is supported by an emphasis on empowerment, character and service. Every staff members' role is designed to support the achievement of our mission.

The School will also administer all state-mandated as adopted by the Tennessee Department of Education and applicable to charter schools. REAL is a public charter school, operated as a non-profit corporation by a seven-member board of directors. A larger community advisory board includes corporate partners, public agencies, neighborhood organizations, higher education institutions, parents, and other constituencies. REAL will adhere to all state and federal laws and constitutional provisions prohibiting discrimination on the basis of disability, race, creed, color, gender, national origin, religion, ancestry or need for special education services.

At REAL, we believe that our current conception of schools needs to be reorganized to provide students furthest from success the opportunity to achieve and to provide all students the depth of learning from across the essential academic and non-cognitive competencies needed for meaningful and productive adult lives. Our school model leverages the assets and resources of the city to provide students with a personalized, authentic learning experience that will be a unique offering and complement the existing portfolio of district and charter middle schools. One can't help but imagine the possibilities for all girls if they had this chance to be in their own space specifically designed around their unique needs and interests. How exciting would it be to witness girls find their spark and tap into their fullest potential as they maneuver through learning that even extends beyond classroom walls. By adding a high quality all-girl school option to the district's portfolio, it would certainly appeal to families who would otherwise send their girl students to private schools or independent schools out of the SCS district.

As evidenced by our commitment to ambitious achievement goals and alignment to the Shelby County Schools vision of high performing schools and its goals aligned with Destination 2025 that produces graduates ready for college and career, REAL is clearly aligned to the absolute priority of Academic Achievement. REAL's innovative educational model and distinctive proposed target population of all girls as referenced throughout the application, will provide Shelby County students with a high quality education that will lead to significant gains in academic achievement. By providing a single-gender learning environment for girls, rigorous instruction aligned to the

Common Core State Standards, and targeted supports and enrichments to implement personalized learning, REAL seeks to improve our student outcomes and be a part of the solution for public schools in Shelby County. Shelby County Schools has identified five Priorities in its Destination 2025 Report.[1] Rich ED Academy of Leaders proposes a different programmatic approach of an all-girl, 6-8 middle school that will respond to all priorities.

As a learning environment, we address and target the following:

A. Improve learning and close the achievement gap between high and low students.

All REAL staff, from the Founder & Executive Director to classroom teachers and support staff, are accountable for demonstrating that students are learning based on progress in the classroom and to ensure that our school design is dedicated to closing the achievement gap so that all students are successful. Ensuring the availability of rigorous coursework and a wide-range of supports at every grade level for all students.

B. Provide options for parents to meet educational needs of students in high priority schools

REAL will have an open-enrollment policy and all students will be accepted based on available enrollment slots. All students, regardless of zip code will be afforded the opportunity to enroll. Several supports will be put into place to ensure student success such as: before and after school intervention (REAL Labs: Math, Science and Literacy), Advisory Program that focuses on the socio-emotional needs of students and wraparound services which ensure the student and family needs are met from a holistic approach in partnership with community organization and social service agencies.

C. Encourage the use of different and innovative teaching methods, and provide greater decision-making authority to schools and teachers in exchange for greater responsibility for student performance.

REAL's 21st century educational incubator that is both personalized and innovative, and tailored around the needs of girls, is a unique public educational model and the first of its kind within the Shelby County Schools district and charter schools portfolio. It is an innovative approach to public education that honors and recognizes the unique gifts, skills, passions and attributes of girl students. REAL is dedicated to developing such a unique program for students to ensure that each student is engaged in the learning process in the most productive and meaningful way to optimize each student's learning potential and success. The model will allow REAL to combine multiple assessment levels of student academic achievement through regular assessment testing, in addition to annual state-mandated testing programs, compiling student work samples and personal conferencing, which is discussed more in the assessment section.

There is a strong emphasis on one-on-one teacher and student interaction, attention to differences in learning styles utilizing differentiated instruction, student-driven participation in developing the learning process, technology access, varied learning environments, and choices in curriculum paths. The incubator-style approach is designed to fully develop and nurture the student in preparation for ultimately post-secondary success, namely the expectation that graduation is but one step toward their future, whether followed by work and/or trade school or college.

REAL believes all girls deserve a rigorous and accessible education. We recognize that high expectations for content mastery and standards-aligned curriculum are essential for our students to be able to engage in the 21st century workplace. We assess girls upon enrollment to prescriptively assign coursework, remediation, and enrichment targeted towards personalized student needs.

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[1] http://www.scsk12.org/2025/files/2016/Destination%202025%20Report_2015.pdf.

By individualizing and/or personalizing the academic program, each girl is placed at a level where she can best learn and begin to take responsibility for her own learning. We believe in nurturing girls' natural abilities to be reflective, ask questions, communicate intelligently, think critically, become skilled problem-solvers, and reach exemplary standards.

D. Measure performance of pupils and faculty, and ensure that girls have the opportunity to reach proficiency on state academic assessments.

Rich ED Academy of Leaders believes that a high quality assessment cycle is fundamental to providing excellent teaching and producing dramatic student performance gains. All stakeholders in the REAL community – Board, leadership, teachers, students, families, the Downtown and Greater Memphis community and Shelby County Schools– will know what our expected outcomes are and will be given regular, meaningful information about our progress toward them. We will provide rigorous training to our leaders and teachers in analyzing and using data to inform instruction to ensure that all of our decisions, from the classroom to the several internal and external assessments – including diagnostic, formative and summative performance based assessments, and constructed response – and will use the results to make decisions about our academic program. We will also review the use of Pearson Assessments to better monitor and demonstrate our students' achievement.

E. Create new professional opportunities for teachers

REAL will be a learning community in which professional development for teachers and the principal is guided by Personal Development Plans (PDPs) that address learning and professional development needs as they relate to academic achievement and developmental needs of girls at the middle school level. Based on our leaders' experiences and research on supporting middle school teachers, we will create a Collaborative Leadership and Professional Learning community in which all members of the staff collaborate to develop and implement the school's learning goals. Teachers and teacher teams will provide the leadership essential to the success of reform and will support for that role.

F. Afford parents substantial/meaningful opportunities to participate in education of their child

We know from our school leadership and teaching experience and research that one of the single most important factors in our students' success is a high level of parental and community member involvement in the school and in the their students' lives. We are highly committed to engaging parents/guardians and community members in our students' academic and personal development. The Executive Director and School Leader will work with the executive staff at Rich ED Academy of Leaders (REAL) especially Ms. LaShundra D. Richmond, its founder, to perform community and parent outreach activities to bring them into the school community and gain their trust and commitment to their students' success; this outreach will evolve into a true partnership with families. We will be the middle school institution of choice for Downtown Memphians and those who commute daily into the heart of the city, who seek a safe learning environment with high expectations for academic success, citizenship, and dedication to improving the community at large. We provide numerous methods for parents/families to help us meet students' educational needs, including an open-door policy for all teachers and administrators, regular parent/teacher conferences, quarterly progress reports to keep parents current on their students' academic status, and parental involvement in school events.

What Success Looks Like

These are the metrics that will measure success of implementation for all strategies-from the classroom level to that of the school as a whole.

Priority	Goal
Strengthen Early Literacy	*100% of students complete at least 20 minutes of independent reading daily. *Students will receive over 90 minutes of dedicated literacy instruction in addition to content-driven literacy in other subject areas. *Become a new Team Read site in partnership with the district and community partners.
Improve Postsecondary Readiness	*100% of students will have a Personalized Learning Plan (PLP). *100% of students will have introductory learning experiences integrated in: Advocacy, Policy and Business. *100% of 8th graders will have taken the ACT by Summer before their 9th grade year. *Each 8th grade student will be partnered with at least one business for experiential learning opportunities beyond the classroom.
Developing Teachers and Leaders	*By 2026, teachers will have a 80-85% proficiency rate. *100% of teaching staff will have active and robust professional development plans. *Teachers and School Leadership will have time throughout school year for reflective practice, and to attend workshops, conferences and seminars to improve practice; *Serve in roles that provide mentoring, coaching, and facilitation for colleagues; *Lead professional learning to support colleagues in implementing new strategies and aligning approaches; and *Participate in decision-making teams that increase the capacity of the system for continuous improvement.

Expand High Quality High Schools	*By 2021, create the 1st all-girl public charter school in the portfolio. *Attract & retain girl students (grades: 6-8) who would otherwise go outside the district to attend school. *Retain 80% of student attendance each year. *Complete each year with at least a 90% attendance rate.
Mobilize Family and Community Partners	*By 2023, create a comprehensive Family & Community Collaborative plan with families and community organizations. *80% of families take and complete the Family Engagement Plan survey (Panorama Education) *100% of students take and complete Youth Truth survey

To successfully serve our girl students and achieve these results, REAL must be prepared to support a wide range of academic and social emotional needs. Central to this, is developing a school culture that supports students in being, learning and growing together. We believe this is best accomplished through a school culture and academic program that allows students to learn about, investigate and interrogate the various histories and perspectives of Memphis and beyond that aligns with our mission of inspiring girls to become creative thinkers, innovators and courageous leaders to meet the challenges of their time. REAL's academic program--the content, the curricula and learning experiences--as well as its school culture--the rituals, the systems, and structures--will provide opportunities for students to make meaning of their own life experiences and grapple with those of their classmates and the broader Memphis community to build the identity framework that is part of our graduate profile.

Despite the growth of some successful charter schools across the City of Memphis in recent years, none of these options exists within the 38107, 38103, and 38126-zip codes that serves an all-girl population in which Rich ED Academy of Leaders is proposing to serve and we have intentionally selected a grade span to support students' academic and character needs for three years, after transitioning from elementary schools (5th grade) to adequately prepare them to enter the high school and eventually the college of their choice. For more detail, please see **Section 1.2**.

(e) Describe what the school will look like when it is achieving its mission.

When we are achieving our mission, all students in grade 7 will be reading on grade level, and all 8th grade students will be prepared for the college-preparatory high school of their choice as evidenced by school transcripts and high school entry exam scores. After 3 years of attendance, our students will demonstrate academic achievement in the top 25% of TN schools on TNReady assessments, thus replicating the success of our sister school in Middle Tennessee-Chattanooga Girls Leadership Academy (CGLA).

We recognize that as we grow as a middle school, not all of our students will enroll in our school's starting grade of 6th and that over time some students will join us in the upper grades & (7th and 8th). The absolute, comparative, and longitudinal goals outlined in our Accountability Plan (please see **Section 1.4**) evidence our commitment to all students outperforming the local public schools in all years, making measurable academic progress year to year, and demonstrating mastery in the core subjects of ELA and Math after three years of enrollment. Regardless of the

specific grade-entry point of any individual child, we are committed to their success as such goals and measures on state, national, and literacy inventories indicate.

We are committed to being and designed to become the first high-performing all girl charter school in the top 25% of TN schools for academic achievement located in the 38104 zip code, strategically centrally situated between our target communities of 38107 and 38126. We will measure our academic progress by both absolute performance and academic growth on nationally normed and state assessments to ensure we are fulfilling our mission. When we are achieving our mission, our graduating eighth graders will have: (1) successfully taken the ACT at least one time, with an average score of at least 17; (2) passed the Algebra I end-of-course state exam; (3) successfully completed at least one year of laboratory science courses; and (4) performed in the 66th to 75th percentile in reading and 70th to 84th in math[2] on the NWEA MAP demonstrating they are On Track for college readiness.

While we work towards those academic goals for girls, The Founding Members of REAL, have come together to create an additional public school option for families looking for an alternative programmatic approach specifically designed for girls. Our emphasis on connecting our girls with the greater community will allow us to take advantage of our local human and natural resources and foster within the community an improved value for education. With this, we hope to establish a learning space that also representative of a community of diversity, a culture of achievement and confident girl leaders.

Community of Diversity

As we work to create a reputable and transformative all-girl secondary experience, we will take a further step in ensuring a diverse group of faculty, staff, and students make up a highly integrated academic community. This master plan for an academic community will aid in recruiting and retaining the best faculty, staff, and students and thereby further our aspirations for excellence and diversity. Diversity is integral to the new direction we are setting, as both a demographic objective and a topic for research. It will also support REAL's civic engagement goal by enabling members of the REAL community to participate more fully in the life of the city in various capacities. Rich ED Academy of Leaders will be a recognized leader in single-sex secondary education for young women. It will foster a community of scholars dedicated to life-long learning and committed to improving their communities through their pursuit of post-secondary endeavors.

In an increasingly interdependent and interconnected world, REAL educates girls with the skills to recognize, respect, and embrace diversity of all kinds. REAL's core values of integrity, contribution, respect, courage and joy express the aspirational goals of the community. The culture of REAL emerges from the consistent and conscientious pursuit of these ideals, whose power to inspire and guide our individual and collective actions builds a vibrant and thriving community. REAL draws strength from the diversity of cultures, voices, and values in its community and will ensure that a culture of inclusion remains a commitment of the school. At REAL, we believe that diversity is critical to student success and is reflective of the global world in which we want our graduates to be successful.

[2] These measures are based on the 2015 achievement norms for MAP, that corresponds to students being on track for receiving a 24 on the ACT. This benchmark takes into consideration the college admissions profile of enrolled students in major state university across the country, is more stringent than the widely-circulated ACT college readiness benchmark of 22.

Culture of Achievement

A culture of achievement will be created in which academic progress is of great importance. The discovery and development of a girls' individual potential is paramount. Time in the classroom is spent learning. When you combine strong female mentors and positive role models, reduced gender stereotyping in curriculum and classroom, and abundant learning opportunities, the results are clear. In the end, girls' schools should not be judged by the absence of boys, but rather by the presence—the self-assurance, poise, and derring-do—of the girls themselves.

We are confident that obstacles hindering students can be addressed through our model inclusive of these design elements: Relevance, Equity, Actualization and Learn by Doing. In addition to the need to be intentionally inclusive, REAL is organized to serve a broad range of academic and social emotional needs of girls. As a school that is representative of all girls in Memphis, we expect to be able to serve students who are academically accelerated as well as those who have traditionally struggled within the current landscape. The REAL program has been designed to meet the language development, literacy, and social emotional needs of girls. REAL's design principles have driven the creation of an instructional program that focuses on each learner as an individual; collaborates around student specific academic, social emotional and post graduate goals; and designs a learning plan to achieve them.

As disciplines are transformed by new affinities and collaborations, REAL will keep pace and smooth the path for making connections among faculty and students in different disciplines. This not only contributes to academic excellence and innovation, but also supports civic engagement and diversity, since scholarship and research on both areas tend to occur at the intersection of traditional disciplines.

All REAL staff, from the Founder & Executive Director to teachers' aides and support staff, are accountable for demonstrating that students are learning based on progress in the classroom and to ensure that our school design is dedicated closing the achievement gap so that all students are successful. As with our high school, we will implement systems to track the improvement of our academic progress and ensure that we are reaching and teaching students with a diversity of learning styles and student supports based on each student's needs.

Confident Girl Leaders

The experience at REAL will provide a space for the development of confidence and empowerment where girls can do anything with plenty of examples and role models. Girls' will find their voice and excel in academics preparing them for a purposeful life. Girls will comprehend their value and their capabilities in ways that have nothing to do with their gender and will emerge as this city's next generation of leaders being skilled in:

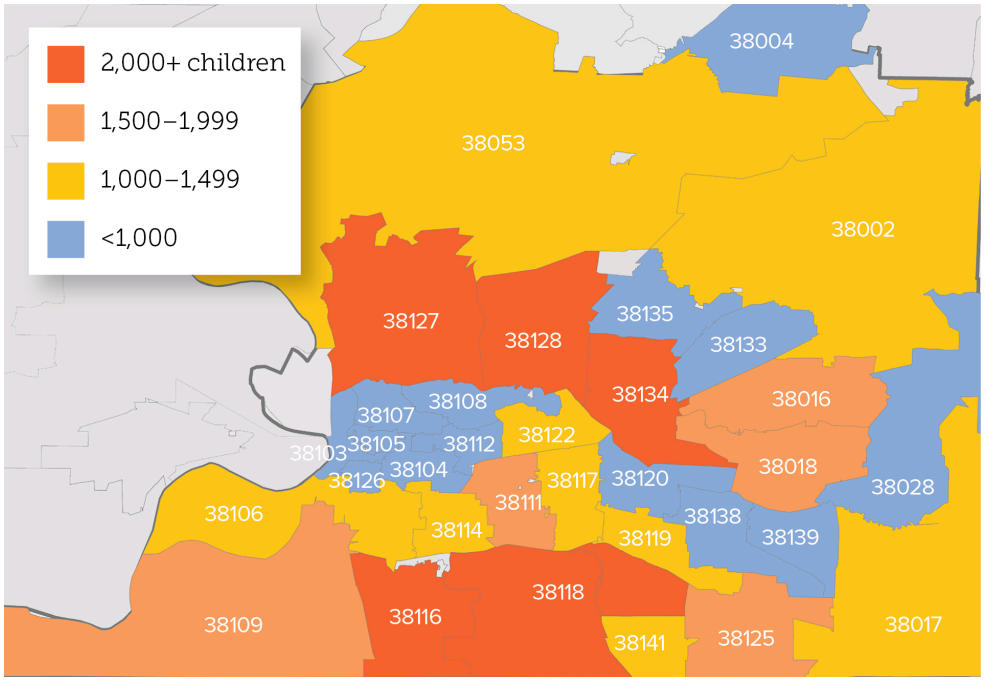
- Becoming an independent member of society
- Assuming the personal, political, and economic responsibilities of a citizen
- Respecting individual worth and human dignity
- Participating in civic affairs in a thoughtful and effective manner
- Promoting the healthy functioning of constitutional democracy

1.2 Enrollment Summary

In this section:

(a) Describe the community from which the proposed school intends to draw students, including the demographic profile and school zones within the LEA.

Rich ED Academy of Leaders (REAL) seeks to address the sense of hopelessness and the need for academic results that co-exist in the North Memphis/Uptown (38107) and South Memphis (38126) communities. According to census data, 32.1% of community members in 38107 live below the poverty level, including 45.5% of children under the age of 18 living in poverty; for school-aged children living in 38107, 46.6% percent live below the poverty level. In the 38126 neighborhood of South Memphis, 60% of the population live below the poverty level, including 80% of children under the age of 18 living in poverty. For school-aged children living in 38126 (ages 5-17), 82.6% live below the poverty level.[3] In neighborhoods less than 3 miles away, the numbers are comparably different. In the central Downtown community (38103), 17.7% of 38103 residents live in poverty. The Urban Child Institute reports that less than 1,000 children live in each of these three zip codes.

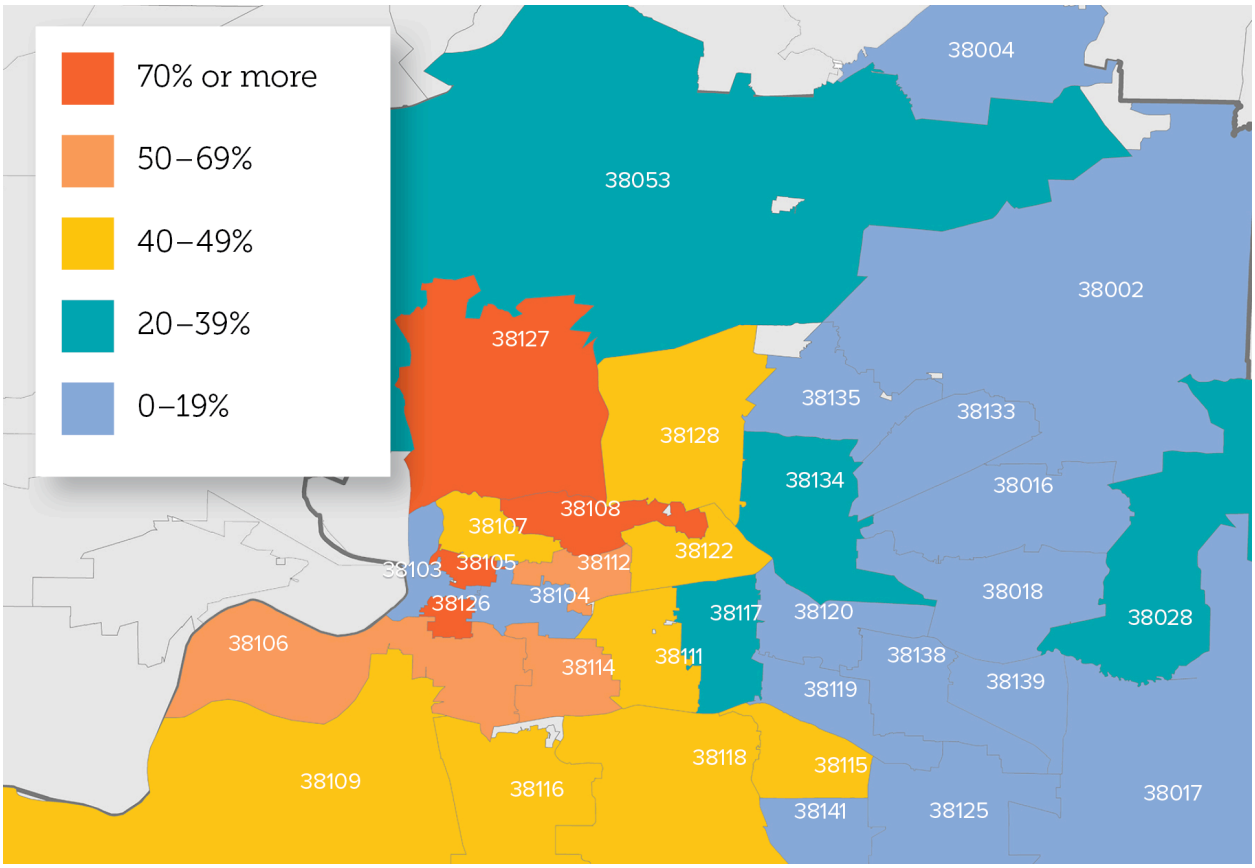


Shelby County children under three years of age by zip code[4]

Even though these communities have some of the lowest average of children as residents than other communities throughout the city and county, 38126 has one of the highest below poverty level percentages.

[3] https://factfinder.census.gov/faces/tableservices/jsf/pages/productview.xhtml?src=CF.

[4] U.S. Census Bureau, American Community Survey 5-Year Estimates 2008–2012, Table B09001



Shelby County children under six living in poverty[5]

The Urban Child Institute reports 38126 amongst other zip codes has one of the largest percentages of young mothers where 20-24% of new mothers here did not graduate from high school.[6] In 38126, over 80% of students live in single parent households and in 38107, 60-79%.[7] Children in high-poverty neighborhoods are at higher risk of health problems, behavioral difficulties, teen pregnancy, dropping out of high school, and substance abuse, even after accounting for family characteristics.[8] The sense of hopelessness in the 38107 and 38126 communities is rooted in the high-poverty, high crime, and low educational attainment experienced by community members. These factors have lead multiple families with whom we have met and continue to meet during our extensive community outreach (see **Section 1.12 Community Involvement and Parent Engagement)** to express to our Founder their need for hope for something better for their children. Families continuously expressed that their hope for a better future was aligned with the mission and vision for Rich ED Academy of Leaders which will allow their children to break out of poverty and build a life of promise for themselves and the next generations of their families.

Before examining the profile of those communities, it is helpful to see them within the context of our city as a whole. Our primary recruitment area will be within the 38107 and 38126 -zip codes due to the lack of access to high quality schools and high poverty rates. We will also anticipate recruiting in the contiguous zip codes of 38103 for families of girls that live near or around the Downtown area and those that commute into Downtown daily for work.

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5 U.S. Census Bureau, American Community Survey 5-Year Estimates 2008–2012, Table B17024

6 U.S. Census Bureau, American Community Survey 5-Year Estimates 2008–2012, Table B13014

7 http://www.urbanchildinstitute.org/resources/publications/good-start/children-of-shelby-county.

8 http://www.urbanchildinstitute.org/resources/publications/data-book-2013/community

Recruitment and Assigned School Zones for Rich ED Academy of Leaders

Target Zip codes	Assigned School Zones
38107	KIPP Memphis Collegiate Middle, KIPP Memphis Collegiate High, Manassas High School, Vollintine Elementary
38126	LaRose Elementary, Booker T. Washington High School
38103	Downtown Elementary, Southwest Early College High School

Our City

Memphis has a significant population living in poverty; a particularly dense concentration of poverty exists in these two communities. According to the 2017 Memphis Poverty Fact Sheet, the City of Memphis has an adult poverty rate of 26.9% and childhood poverty rate of 44.7%.[9] In broad view,

Figure 1.2 (b) details the poverty rates across subgroups and different parts of the city compared to national rates.

Diverse Poverty Rates in Memphis, Shelby County, Tennessee, and the United States[10]

2016 Poverty Rate	Overall	Under 18	18-64	Over 65	Non- Hispanic White	Non-Hispanic/ Black	Latino	Asian
United States	14.0%	19.5%	13.2%	9.2%	10.0%	23.8%	21.0%	11.8%
Tennessee	15.8%	22.6%	15.0%	8.9%	12.5%	26.3%	27.7%	12.2%

[9] The Institute for Social Change with the University of Memphis compiled socioeconomic data on the status of Memphis in the Poverty Fact Sheet in 2016. < http://www.memphis.edu/socialwork/research/2017povertyfactsheetwebversion.pdf>

[10] http://www.memphis.edu/socialwork/research/2017povertyfactsheetwebversion.pdf.

Shelby County	20.8%	34.5%	17.5%	9.6%	8.3%	29.2%	N/A	N/A
Memphis City, TN	26.9%	44.7%	22.6%	11.4%	13.3%	32.3%	N/A	N/A
Memphis, TN-MS-AR Metro Ar.	19.4%	30.8%	16.8%	9.5%	9.4%	28.3%	30.1%	

The Fact Sheet shows that Memphis is the poorest Metropolitan Statistical Area (MSA) in the United States with a population over one million people. Despite some economic growth for some subgroups, the black population continues to be the most impoverished in the City of Memphis: "The poverty rates for blacks and Latinos (although decreasing for Latinos) are higher than the overall poverty rate, and poverty rates for minorities are higher in every age category than poverty rates for non-Hispanic whites."[11]

According to The Urban Child Institute, there are over a quarter of a million children in Shelby County and over 48,000 children under the age of five. The data also show significantly more minority children live in poverty compared to their white peers. According to the 2016 Census, the economic disparities in childhood poverty disproportionately affect black students, as displayed above.[12]

The table below shows Memphis' rank in poverty in comparison to other metropolitan cities across the nation.

Memphis		2015		2016		
		Poverty	Poverty Rank	Poverty Rate	Poverty Rank	Rank Change
Among Cities w/ Populations Greater than 500,000 (34 Cities)	Overall	26.2%	4TH	26.6%	3RD	+1

[11] Ibid.
[12] https://factfinder.census.gov/faces/nav/jsf/pages/index.xhtml.

	Under 18	43.0%	2ND	44.7%	2ND	----
Among Cities w/ Populations Greater than 500,000 (107 MSA)	Overall	18.4%	11TH	19.4%	5TH	+6
	Under 18	28.8%	6TH	30.8%	5TH	+1
Among MSA with Populations Greater than 1,000,000 (53 MSA)	Overall	18.4%	1ST	19.4%	1ST	+1
	Under 18	28.8%	1ST	30.8%	1ST	

The poverty rate for African Americans in Memphis was 32.3% (132,969 people) in 2016, up from 30.1% (121,371) in 2015. In 2016, the white poverty rate was 14.8% (26,263), down from 15.9% (30,292 people) in 2015. Of cities with similar population sizes, Memphis was rated 4th highest for poverty in 2015, with nearly a third of its population in poverty when compared to cities with populations greater than 500,000.[13] The Institute for Social Change lists Memphis as the city with the highest childhood poverty rate in the nation with 43% living in poverty.42 In our target communities, the rate is even higher: 49.9% (or 13,130) children under 18 who live in homes with insufficient income to meet their basic needs.[14]

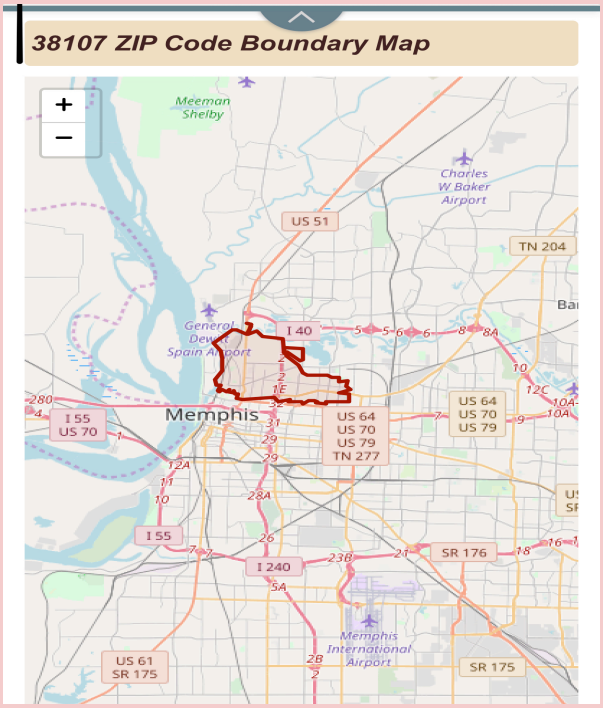
2017 Poverty Rate	Overal l	Under 18	18-64	65+	White	Black	Hispanic	Asian
United States	14.7%	20.7%	13.9%	9.0%	10.4%	25.4%	22.6%	12.0%
Tennessee	16.7%	24.2%	15.7%	9.8%	13.8%	25.4%	30.7%	10.3%

[13] Ibid.
[14] Ibid.

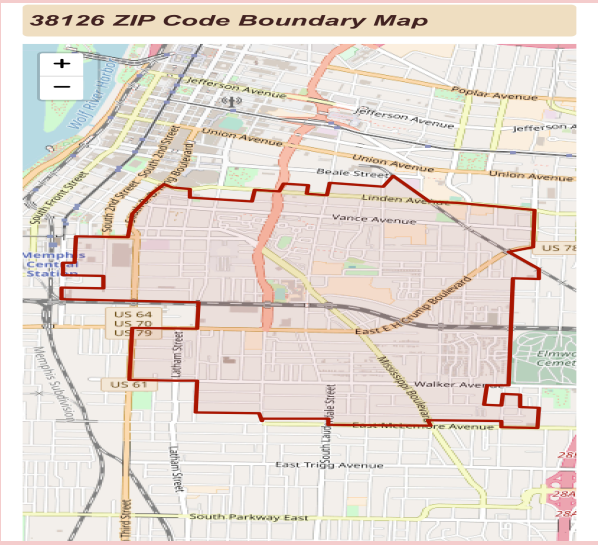
Shelby County	20.1%	32.4%	16.8%	10.9%	8.9%	26.4%	N/A	N/A
Memphis, TN	26.2%	43.0%	22.0%	12.9%	13.0%	30.1%	N/A	N/A
Memphis Metro	18.4%	28.8%	15.8%	10.2%	9.1%	25.9%	33.4%	N/A
38107	32.1%	45.5%	29.5%	20.5%	16.1%	35.3%	16.0%	56.0%
38126	61.0%	80.3%	53.3%	38.6%	43.6%	61.6%	93.1%	n/a
38103	17.7%	11.0%	18.3%	19.5%	15.9%	22.3%	0.0%	21.9%

Our Target Community

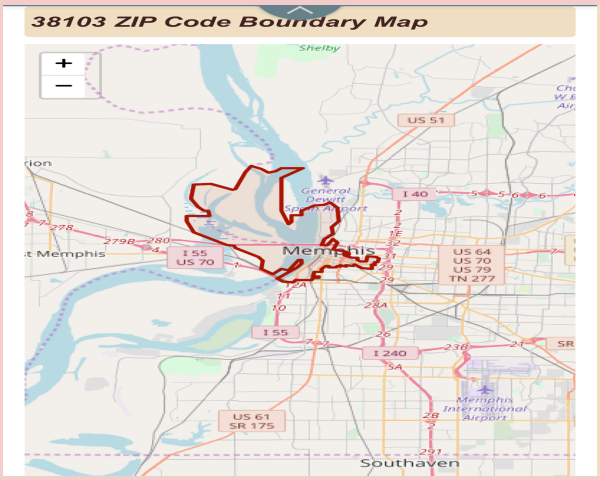
The map below shows our target area of the North Memphis/Uptown (38107), South Memphis (38126) and central downtown (38103) communities.



38107 is a urban zip code in Memphis, Tennessee. Uptown Memphis is the resurgent 100-block Downtown neighborhood, just east of Harbor Town and north of The Pinch District.



ZIP Code 38126, an inner-city community in Memphis, Tennessee. Historically referred to as “South Memphis” the area is now referred to as “South City.” The South City community comprises around 1.2 square miles and is bounded by Beale Street on the north, East and Neptune Streets on the east, McLemore Blvd. on the south, and Second and Third Streets on the west.

	38103 is the core of the Downtown Memphis community and is the shared neighborhood for all of Memphis and Shelby County. More than 26,000 people choose to live Downtown, but More than 88,000 people work Downtown.

(b) Provide a rationale for selecting the community where the proposed school will locate.

Rich ED Academy of Leaders considered three main factors in selecting the North Memphis/Uptown (38107), South Memphis (38126) and Central Downtown (38103) communities for our proposed community: It (1) has high poverty; (2) lacks strong school options; (3); innovative programmatic approach that infuses resources of Downtown Community and (4) centralized location to neighboring communities.

Consideration	Alignment to the North Memphis/Uptown, Downtown and South Memphis communities
High Poverty	The 38107-zip code has an overall poverty rate of 32.1%. The poverty rate for children under 18 is 45.5% and in 38126 zip code, the overall poverty rate is 61.0%. The poverty rate for children under 18 is 80.3%.[15]
Lack of Strong School Options	According to the data released, the majority of middle school seats in the Downtown Memphis area earned a 3.00+ on the School Performance Scorecard. However, 100% of middle school seats in both North Memphis/Uptown and South Memphis scored less that 3.00 on the School Performance Scorecard. Based on the most recent School Performance Scorecard (2016-18), the North Memphis/Uptown and South Memphis neighborhoods have the highest percentage of students in schools with a School Performance Scorecard rating below a 3.00 in the Central City West region. Using 3.00 on the School Performance Scorecard as the marker for performance, the Central City West region needs over 8,000 seats at schools with a 3.00+ SPS. In particular, for middle school, there are 1,448 more seats needed at schools with a 3.00+ SPS. Even though the data shows that there are about 1,500 unused seats the 6-8 level, according to the optimization report from Facilities Planning & Property Management, the Central City West region needs more seats in high-performing schools.

[15] Ibid.

Programmatic Approach	Rich ED Academy of Leaders (REAL) addresses this void of a single-gender option for girls, by placing a high-quality, innovative secondary option for families of girl students central positioned to serve students in the proposed communities of 38103, 38107, and 38126. Because of the growing industries in the Downtown community, there is great opportunity for partnerships with the business and civic community that aligns with the mission and vision of REAL in its efforts to produce engaged and civic-minded leaders.
Centralized Location to neighboring communities.	Our analysis indicates that the proposed Rich ED Academy of Leaders (REAL) location and learning model will provide the families of 38103, 38107, and 38126 an opportunity to keep their students in the community, during the critical transition from Elementary to Middle School, while providing a quality educational option.

A Neutral Learning Environment

The Downtown Memphis location of REAL provides a cutting edge, innovative learning environment for students and will be a centerpiece in the landscape of the new Downtown areas of South City, Pinch District, South Bluff, Clayborn Landing. The areas of growth and redevelopment, along with the renovated urban landscape adds diversity and creates a feeder pattern for a quality girls educational option, at the secondary level.

The rationale behind the location of REAL is connected to programming whereas the school itself is connected to a need. The goal here is to provide an educational option in the Downtown Community that not only attracts the families that live in the core of Downtown Memphis and its neighboring communities (Harbor Town, Uptown, South City and the Pinch District), but to also be an option for parents in both the North and South Memphis communities of Memphis.

Placing a school in the Downtown Community provides a neutral learning environment and students have the opportunity to be pulled from their day-to-day dynamics in a neighborhood that's flagged with violence, crime and other factors that play a role in students' growth and development and safety. In the neighboring communities of North and South Memphis, children are living in high-risk, high-poverty and low-research communities, all of which indicate the need for high-quality schools to break the cycle of poverty and crime. Forty-seven percent of children live in high-poverty, this is the 5th highest in the nation. Memphis has 157 crimes per square mile, compared to a national average of 32.8 per mile. On a scale of 1 to 100, with 100 being the safest, Memphis garners a score of 1, indicating Memphis only safer than 1% of the cities in the country. REAL is a safe haven for students from the various communities and neighborhoods by being centrally located and where students can gain a high-quality college-preparatory education, have opportunities for community service, access leaders and mentors right in the Downtown community, and teachers and staff who care about and care for each student as an individual.

Whereas, we recognize that currently the demographics of the core of Downtown Memphis are still rising and steadily growing, we believe the placement of an educational options along with the major development and urban learning opportunities in Downtown Memphis provide an awesome and fresh educational experience for students and this city.

Growth & Redevelopment

The Downtown Community and its surrounding communities have continued to grow steadily over the course of the last fifteen years. Based on the chart below, as the population grows, the number of households has continues to increase as well. With the redevelopment aspect, Downtown Memphis is growing into a evolving metropolis that's

attracting not only commercial development, but residential developers as well. One of the goals of the Downtown Commission's Strategic Plan (2015) is to increase awareness of Downtown, as a choice community to work, live, play and learn.

Diversity

There is great diversity in the Downtown Memphis community. The School's student population reflects the demographic diversity of Shelby County and is specifically targeting families in the neighborhoods of: Downtown, North & South Memphis (38103, 38107, 38126). However, the school is open-choice enrollment and students can attend from any parts across the Shelby County School District.

Urban Landscape

The urban landscape of Downtown Memphis will serve as an extended classroom for students and families associated with the Rich ED Academy of Leaders (REAL). Our students will have the opportunity to be closely affiliated with the downtown business district, city government infrastructure, entertainment, and tourist centers. The concentration of companies, that will be a source for mentors and programmatic support, such as the Headquarters for ServiceMaster and Auto Zone, who have successful programs that reward their employees for engaging fully in the community. There is significant potential for REAL to build on the advantage of strategic location, with Mud Island, Heritage Tours, A Tour of Possibilities, Withers Collection Museum and Gallery and Sun Records. The school leadership is committed to providing a "See More, Be More" educational environment, where students are able to feed the whole self, with available low, and no cost options. More than 88,000 people work Downtown.

Largest Downtown Employers:

- ServiceMaster
- Methodist LeBonheur Healthcare
- St. Jude Children's Research Hospital / ALSAC
- University of Tennessee
- Shelby County Government
- Veterans Administration
- Regional Medical Center at Memphis
- Southwest Tennessee Community College
- AutoZone
- FIrst Horizon
- City of Memphis
- Raymond James
- Baker Donelson
- Guardsmark
- Belz
- MLGW

Civic and Leadership Organizations Downtown:

- Greater Memphis Chamber
- Leadership Memphis
- Memphis Convention & Visitors Bureau
- Memphis in May

- Memphis Minority Business Council
- New Memphis Institute

Larger Educational Institutions:

- University of Tennessee
- Southwest Tennessee Community College
- Memphis College of Art Nesin Graduate School
- Southern College of Optometry
- University of Memphis School of Law
- Visible Music College

The educational opportunities are endless with interaction with businesses; for example, the business involvement with the school will create a sense of community in the downtown area. Business people will also have the opportunity to interact with the children in the classroom as volunteers. REAL, in collaboration with parents and the business community, will provide a diverse, unique and experience-based learning environment that ensures each child's success.

(c) Discuss the academic performance and enrollment trends of surrounding schools in that Community.

Based on the regional analysis report compiled and distributed by Shelby County Schools, more seats in schools with a 3.00+ on the School Performance Report Card are needed in the North Memphis/Uptown and South Memphis neighborhoods of the Central West Region.

The table below shows the schools that are currently located in close proximity to the fore-mentioned communities.

School	Grade Level	Location (zip code)
Downtown Elementary	K-5	38103
Kaleidoscope School of Memphis	6-8	38103
Southwest Early College High School	9-12	38103
KIPP Collegiate Elementary/Middle School	K-8	38107
LaRose Elementary	K-5	38126
Booker T. Washington School	9-12	38126
Manassas High School	9-12	38107
Vollintine Elementary	K-5	38107

Overall School Data

**Note: Schools located in the 38126 zip code are listed in the Downtown/Midtown cluster. Of the middle schools in the targeted community (38103-Kaleidoscope), the school's SPF Overall Level is less than 3.00 and ranked as fair.*

Downtown/Midtown						
School Name	Grade Range	SPF Overall Level 1718	Achievement Category Level	Growth Category Level	College & Career Category Level	Climate Category Level
Idlewild Elementary	Elementary	4.46	5	3.81	na	4.67
Middle College High	High	4.42	5	3.33	na	5
Maxine Smith STEAM Academy	Middle	4.33	5	3.5	5	4.67
Downtown Elementary	Elementary	4.23	5	3.56	na	4
Memphis Academy of Science and Engineering	Middle/High	4.11	4.5	3.61	na	4.67
Peabody Elementary	Elementary	4.01	5	3.19	4	3.67
Snowden School	Middle	3.96	4.5	3.56	na	3.67
Rozelle Elementary	Elementary	3.88	4	3.69	na	4
Memphis Grizzlies Preparatory	Middle	3.83	4	3.75	na	3.67
Southwest Early College High	High	3.76	3.25	4.4	na	3.33
Central High	High	3.68	4.5	2.67	4	3.67
LaRose Elementary	Elementary	3.34	3.25	4.44	na	1.33
Bellevue Middle	Middle	3.31	4.75	1.69	na	3.67
Bruce Elementary	Elementary	3.07	2.75	3.25	na	3.33
Kaleidoscope School of Memphis	Middle	2.98	2.75	2.2	na	5
B.T. Washington High	High	2.67	2.75	2.72	2.25	3

Uptown/North Memphis						
School Name	Grade Range	SPF Overall Level 1718	Achievement Category Level	Growth Category Level	College & Career Category Level	Climate Category Level
Springdale Elementary	Elementary	3.27	3.75	2.75	na	3.33
Vollentine Elementary	Elementary	2.98	3	2.94	na	3
KIPP Memphis Collegiate High	High	2.95	3	2.28	3.5	4
Promise Academy	Elementary	2.82	2.75	2.13	na	4.33
Memphis Academy of Health Sciences High	High	2.79	3	2.22	3	3.67
KIPP Memphis Academy Middle	Middle	2.73	2.5	3	na	2.67
KIPP Memphis Collegiate Elementary	Elementary	2.63	2	2.58	na	4
KIPP Memphis Collegiate Middle	Middle	2.19	1.75	2.56	na	2.33
Manassas High	High	1.96	1.75	2	2.25	2

Note: In the North Memphis/Uptown community, KIPP Memphis Collegiate is the only middle schools that serves the proposed population of students.

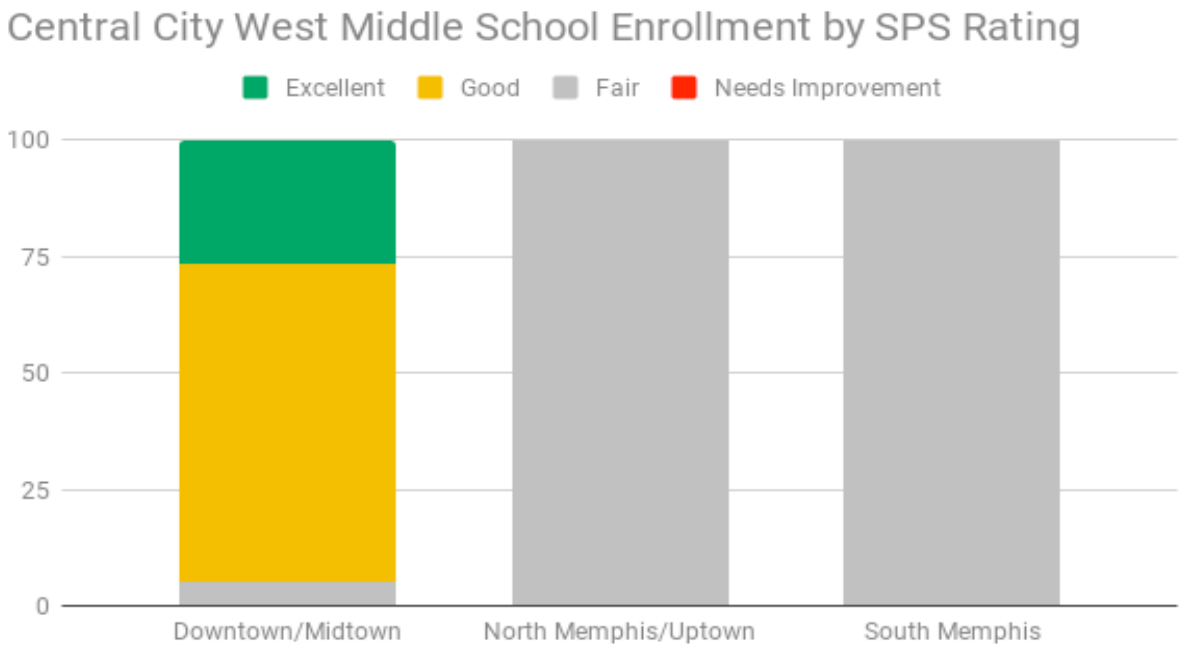
Even with the varying options, significant academic deficiencies exist. Manassas has an ACT of 14.9% and graduation rate-64.5%; B.T. Washington ACT Average-14.6% and graduate rate is 89.4%, suggesting room for further academic growth for these students. Although both high schools have supports in place to assist with academic growth, both are located on the outskirts of the proposed central location of Downtown Memphis. While the intent is to serve families in the surrounding Downtown, Uptown and South Memphis neighborhoods, the opportunity still exists for a school dedicated to the female population. REAL targets a sensitive age and transition period, with a focus on high-quality education for students in the area. As one of the heightened areas of redevelopment and economic empowerment of Memphis, it is critical to ensure students in and around the Downtown Memphis area are graduating college-ready and prepared for leadership and life skills. Many other factors present in the city of Memphis demonstrate that children are living in high-risk, high-poverty and low research communities, all of which indicate the need for high-quality schools to break the cycle of poverty and crime. Rich ED Academy of Leaders seek to provide an innovative and individualized learning environment and educational incubator for girls to gain a high-quality educational experience, have opportunities for community service, gain an understanding of our three core areas (advocacy, policy and business), become well-rounded and globally minded civic leaders, have access to advisors and mentors to prepare them for postsecondary success in

both college and career, and teachers and staff who care about and care for each student as an individual and as a learner.

**Note: There are no schools serving and/or situated in the specified location area (38103, 38107 and 38126) that serves the targeted population. Schools listed are the closest (per mileage) district schools serving the targeted population.*

According to the data released, the majority of middle school seats in the Downtown Memphis area earned a 3.00+ on the School Performance Scorecard. However, 100% of middle school seats in both North Memphis/Uptown and South Memphis scored less that 3.00 on the School Performance Scorecard. Based on the most recent School Performance Scorecard (2016-18), the North Memphis/Uptown and South Memphis neighborhoods have the highest percentage of students in schools with a School Performance Scorecard rating below a 3.00 in the Central City West region. Using 3.00 on the School Performance Scorecard as the marker for performance, the Central City West region needs over 8,000 seats at schools with a 3.00+ SPS. In particular, for middle school, there are 1,448 more seats needed at schools with a 3.00+ SPS. Even though the data shows that there are about 1,500 unused seats the 6-8 level, according to the optimization report from Facilities Planning & Property Management, the Central City West region needs more seats in high-performing schools.

The table below shows the percentage of middle seats according to the proposed neighborhoods of Downtown/Midtown, North Memphis/Uptown and South Memphis.



(d) Describe the specific population of students the proposed school intends to serve.

Rich ED Academy of Leaders has strategically selected 6-8 students as our target population of students in the North Memphis/Uptown, South Memphis and central Downtown communities. With greater than 96% of students not on track for college, based on an ACT benchmark of 21,[16] we have selected this grade span to address the need for

[16] https://www.measuretn.gov:444/ReportCard/Main/CurrentReportCard#/academic-snapshot.

students to be prepared for the high school and college of their choice. Our proposed demographics mirror those of our target community, in which there remain chronically high levels of academic underachievement and limited access to high-achieving public 6-8 schools. We proposed Rich ED Academy of Leaders in alignment with (1) Shelby County School's Destination 2025 which outlines the immediate and critical need to put all children on the path to high school graduation and future life success and (2) the stated purposes of TN Charter Law 49-13-10, and specifically to (a) improve learning for all students and close the achievement gap between high and low students and (b) provide options for parents to meet educational needs of students.

One of our core beliefs is that girls are able chart a course for a meaningful future, and build the knowledge and skills to achieve it if they are challenged and allowed to space to thrive and flourish.
Rich ED Academy of Leaders' current academic plans include rigorous academics that require students to think critically in content areas. High-quality instruction facilitates the delivery of a liberal-arts infused, experiential instructional environment. Our academic plan includes a focus on literacy which allows for extended time for students to practice and receive instruction to become proficient readers. The school design also includes extended time for math instruction for students to build procedural, conceptual, and application skills to be proficient mathematicians. We will support our students with a character and leadership development program that will ensure students can demonstrate resilience in a college preparatory school culture because we strongly believe demographics should not determine the destiny of our students.

(e) Summarize what the proposed school would do more effectively than the schools that are now serving the targeted population.

To ensure our students achieve dramatically better outcomes than students currently are reaching in our community, we will implement the best practices of successful schools serving populations similar to ours under trained and mission-driven leadership.

REAL is reimagining how education for girls can help to meet the dynamic needs of the future of Memphis and beyond. Our vision defines what we believe education needs to be for every girl that attends REAL. It's our call to action. Rich ED Academy of Leaders (REAL) Charter School is a bold innovation in public education where student achievement and development is based on three pillars:

Advocacy and Empowerment. The advocacy/empowerment orientation to practice is an effort to combat the socially structured alienation, isolation, and poverty of substantive content available to understand ourselves and daily life. We refer to our perspective as an approach rather than a model because we believe that the practitioner must be the creative, producing force in whatever a girl at REAL does. Where models assert both a conceptual framework and establish a set of required behaviors, we will articulate only a set of foundation principles, which serve as the premises for practice.

Social Inquiry. Social inquiry is not a "new" idea but reflects historical curriculum developments in the social sciences. Its purpose is to create knowledge (informational) and citizenship (transformational) outcomes. Through social inquiry, students ask questions, gather information, and examine the background to important societal ideas and events. They are able to explore and analyze values and perspectives relating to these ideas and events; and develop understanding about issues, observe decision-making approaches, and participate in social action. The aim of social inquiry at REAL is to enable girls to develop skills in social-inquiry research and to develop deeper understanding about their local community (with a focus on the concepts of identity, belonging, place, and change), which aligns with our mission and vision of preparing REAL girls to be productive and globally-minded citizens.

Leadership Development. REAL understands that building leadership skills is a process that is cultivated by a passion for effecting positive social change. We recognize the importance of the girl's participation in the

development of her own leadership skills. As such, we present girls with a variety of programs, organizations and opportunities that inspire them to get involved and grow into the leaders of tomorrow.

We believe that leadership is a process in which everyone has the capacity to participate. We are committed to providing a variety of hands-on experiences that teach students leadership skills, including ongoing cohort experiences to one-time individual or group workshops. Whether students are looking to improve their student organization or understand how to be a leader in the lab, REAL is here to help girls develop self-awareness, collaborate with others, and become engaged citizens within the community at-large.

The Re-Imagined Classroom

REAL's student-centered approach is to transform the teaching and learning experience. Classrooms are 21st-century learning environments supported by an array of pedagogies and pathways. They are, in effect, learning by doing "labs" that expose students to new kinds of content and more deeply engaging ways to acquire knowledge with integrated learning experiences in Advocacy, Policy and Business.

Parents as Partners and Advocates

At REAL, we are committed to an engaged partnership between parents, caregivers and families as it relates to student learning and student achievement.

School as Center of Community Life

REAL serves as a vibrant community hub that promote learning, health, well-being, collaboration, and resilience within the Downtown Memphis community. Recognizing the need to help students and families gain access to a fuller array of services and supports that together contribute to whole-family success, REAL is committed to being a community school in the truest sense, bringing together community resources and partners to offer a range of supports and opportunities for students, parents and other community members before and after school, on weekends and holidays and during the summer.

An EQUITable School

REAL is designed to ensure that all students and families—of every race, language and ethnicity, learning level and ability—have the support and the resources they need to thrive. The district's commitment to the success of every student means that all are ensured the opportunities to learn, grow and express themselves—and that REAL is capable of helping its girls achieve their goals.

(f) If you are an existing operator, describe any enrollment practices, processes, and policies that will differ from the existing school.

n/a

(g) Complete the enrollment summary and anticipated demographics charts below.

To achieve our mission and goals, we propose a fresh start middle school. Rich ED Academy of Leaders proposed School Leader has proven herself as a teacher and leader who can produce results with middle school students. Our goal is to build on students' internal drive to instill a joy in learning and equip them with the knowledge, skills, and leadership tools they need to be successful as they become more independent learners. We propose to begin with grade 6 and add a grade each year until we reach full capacity of 336 students in grades 6-8. This will allow us to intentionally grow our program and systems to ensure success and sustainability.

Grade Level	Number of Students					
	Year 1 2021	Year 2 2022	Year 3 2023	Year 4 2024	Year 5 2025	At Capacity 2026
6	112	112	112	112	112	112
7		112	112	112	112	112
8			112	112	112	112
Totals	112	224	336	336	336	336

Rich ED Academy of Leaders will follow a slow-growth model that will start with 112 students in grade 6 in 2021. We will add one grade level each year until we reach capacity in 2023-2024. Each grade-level cohort will contain no more than 112 students. In grades 6-8, we will divide students into 5 classes of 22 students each, with a teacher-student ratio of 1:22, which will also be lower than the maximum class size allowed in Tennessee. The rationale for our small cohort model is to allow daily small- group instruction. Our small school, with 336 students will ensure that our teachers and school leaders all know students by name and their academic needs.

We will backfill any available seat in our school and commit to the academic progress and success of all every student that transfer into our school, aligned to the number of years that student is enrolled with us. Recruitment will be a continuous process. Our Business Manager will maintain monthly interactions with our waiting list candidates to sustain interest in our school. Our entire administrative team will ensure all families have access to fully expressing the needs of their children in our school and to support the enrollment process.

Anticipated Demographics	% of Economically Disadvantaged students	% of Students with disabilities	% of English language learners
African American-92%	79%	10%	1%
Caucasian-4%			
Latino/Hispanic-3%			
Native American-0%			
Asian/Pacific Islander-1%			

1.3 Academic Focus and Plan

In this section:

(a) Describe the academic focus of the school. Tennessee law describes an academic focus as "a distinctive, thematic program such as math, science, arts, general academics, or an instructional program such as Montessori or Paideia." (T.C.A. § 49-13-104).

The REAL World Educational Model

I. Philosophy

Rich ED Academy of Leaders (REAL) will serve girls from all across the city of Memphis using a liberal arts infused in experiential learning to teach subject-area content and 21st century competencies. From 6th through 8th grade, students encounter an increasingly challenging academic program which invites them to develop skills and content mastery as well as habits of independence and organization. It also encourages students to explore real-world issues experientially by asking questions, identifying opportunities, and solving problems creatively based on the input of others. Experiences like these give students ample opportunities to stretch their thinking, practice empathy, and learn with purpose.

Offering a rigorous, liberal arts study, REAL develops high standards and character while creating an environment that fosters self-confidence and the joy of learning. Charging our students to meet the demands of academic excellence and responsible citizenship in a changing world, we teach that diverse points of view fuel inquiry, engagement and deeper understandings of complex truths. We believe in the strength, intellect and vitality of women. By offering an education in the liberal arts, REAL asserts the importance of lifelong learning characterized by sustained intellectual curiosity and an open mind for assessing the unfamiliar. At the same time, by using critical thinking to identify assumptions, to test logic, to evaluate evidence, to reason correctly, and to take responsibility for the conclusions and actions that result, a student of the liberal arts can grow personally as well as intellectually. A liberally educated person should be capable of principled judgment, seeking to understand the origins, context, and implications of any area of study, rather than looking exclusively at its application. A liberally educated person should also be skilled at solving problems, drawing together multiple perspectives in the creation of new knowledge.

Because knowledge is lost if not shared, both students and teachers of the liberal arts strive to engage in precise and graceful communication. This communication takes place verbally, but also in other ways, including the symbolic and expressive systems of mathematics, music, computer languages, the natural sciences, and the visual and performing arts. By learning and exploring these systems, one may attain an understanding of aspects of human expression, which is a crucial part of liberal education.

REAL invests in innovative school elements to enrich the educational experience of girls.
At REAL, we believe that:

- Every girl has an obligation and a duty to learn, and we have the responsibility to teach that child.
- Every girl can learn and be successful in a learning environment that is safe, non-threatening, and cognitively compatible.
- Success in the middle school grades is crucial to the success of students once they've matriculated into high school. A girl who learns and succeeds early increases her learning capacity forever.
- Learning deficits can be prevented through early intervention as well as improved curriculum and instruction individual attention, and strong support systems. Even though REAL begins at the 6th grade, we are committed to assessing girls to ensure we provide the adequate support for their learning needs.

- It is our responsibility to meet each girl on their level and provide the educational experiences necessary to ensure that she has the tools to be academically, creatively, socially and culturally successful.
- It is the responsibility of the teacher to provide girls with engaging work, to facilitate student learning, growth and development that ensures that the girls not only listened to content but are able to apply what is being taught.
- Technology plays an integral part in the lives of everyday citizens in this new and competitive global economy.

II. Design Principles

At REAL, we are committed to providing a well-rounded and engaging educational experience with high expectations, high support and personalization at the center of our experience. REAL will support its students by establishing a learning experience built on the pillars of: Relevance, Equity, Actualization and Learning by Doing.

REAL's planned approaches to school mission and culture, teaching and learning, student agency and engagement, and to networks and partnerships is really a single integrated approach that is driven by the design principles of: relevance, equity, actualization and learning by doing. REAL's approach to education is to hold high expectations for every student, ensure a focus on excellence and results, and provide systematic support and challenge for every student. These elements have produced successful student outcomes in schools around the country with a high concentration of high needs students who are academically behind, and will be used to provide a top quality education to the middle school students in Memphis, TN, specifically those in the targeted neighborhoods of central Downtown (38103), South Memphis (38126) and Uptown/North Memphis (38107). The following are the key design elements of our educational model that will drive outcomes in our proposed school. Each of these will be fully presented in its corresponding section.

Relevance
Relevance is the ability of a person to acknowledge and align oneself with a purpose that's meaningful, one that will enhance their survival or success.

Relevance is a key component to intrinsically motivating student learning. By establishing both personal and real-world relevance, students are provided with an important opportunity to relate the course subject matter to the world around them, and to assimilate it in accordance with their previously held assumptions and beliefs. Relevance is a key factor in providing a learning context in which students construct their own understanding of the course material.

Learning can be relevant for a variety of quite different reasons; for example, it may relate to their circumstances, culture, locality, identity, history, or career or leisure pursuits. Teachers who know their students well are able to connect new learning to student interests. Sometimes, however, learning can be relevant for no other reason than that it is novel, piques curiosity, or offers a challenge that just has to be taken up. When students see the relevance of what it is that they are doing, they are more likely to engage with and understand it. This in turn encourages them to take greater ownership of learning. Simply put, when a teacher provides relevance for a student, the teacher conveys his/her intentions to the student by tapping into that student's cognitive need to make sense of the world.

How is relevance enhanced in the learning environment?
* Seeking input from students when deciding the focus of an upcoming study. For example, which achievement objectives should be given priority?
* Students are encouraged to make connections between what they are doing in class and their own experiences.
* Students are encouraged when doing their own reading, to think about the ways in which their reading connects with their own life and experiences.

* Using tools for learning that are familiar to your students, such as social media.
* Choosing texts that students are going to relate to and see as being relevant.
* Investigate connecting with writers and the community through audio or video conferencing or Skype.
* Make the learning come alive by inviting someone from the community to contribute their knowledge and expertise (for example, a member of the City Council or State Government when discussing the process of policy-making and adequate representation.
* Finding opportunities to use an authentic audience for student work; for example, students could write a letter to the local council or commission or newspaper and then send it.

Equity
Our goal at REAL is to ensure all students have the resources they need so they graduate prepared for success after high school by creating an environment that focus more on learning and less on social stressors that can get in the way of fundamental education. No student will fall behind because of their gender, social status or ethnicity.

How is equity displayed in the learning environment?
* Curriculum is developed that teaches students about diversity and applying fair standards to their peers. Through classroom activities and study, students embrace ideas of economic, gender and race equality.
* All subjects are taught from culturally inclusive perspectives; classroom language and behaviors are promoted that value differences.
* Students are supported in discovering their own cultural identities.
* Students are taught a variety of ways to resolve conflicts.
* Teachers develop processes to flex instructional style to meet the needs of all students.
* Teachers establish and maintain behavior standards for respectful treatment in the classroom. Consequences for misbehavior are implemented consistently and equitably in order to avoid the cultural misunderstandings that sometimes lead to disciplinary interventions.

Actualization
As instructional leaders, we aim for students to self-actualize, set and achieve goals, reflect on learning, become intrinsically motivated, and help peers to self-actualize. For REAL, actualization is helping students to unleash their own creativity, potential and greatness.

What does actualization look like in the learning environment?
* Expecting students to do their best
* Giving students freedom to explore & discover on their own
* Making learning meaningful--connect to "real" life
* Planning lessons involving metacognitive activities
* Getting students involved in self-expressive projects
* Allowing students to be involved in creative activities & experiential projects

Learn by Doing-
In the ongoing global drive for efficiency and competitiveness, education and training are now seen as the responsibility of the post-secondary sector, where students face a wider set of expectations not only to learn and synthesize subject matter, but to adapt it and put it to use almost immediately.[17] Learning is a discovery process-one that is guided by the teachers in a classroom and/or adults in a building. Learning by doing refers to a theory of

[17] Schank, Roger C. (1995) What We Learn When We Learn by Doing. (Technical Report No. 60). Northwestern University, Institute for Learning Sciences.

education expounded by American philosopher John Dewey. He theorized that learning should be relevant and practical, not just passive and theoretical.[18]

In what is also known as *Experiential learning*, this practice is built upon a foundation of interdisciplinary and constructivist learning. Experiential methodology doesn't treat each subject as being walled off in its own room, unconnected to any other subjects. Compartmentalized learning doesn't reflect the real world, while as the experiential classroom works to create an interdisciplinary learning experience that mimics real world learning (Wurdinger, 2005, p. 24). Similarly "experiential learning is aligned with the constructivist theory of learning" in that the "outcomes of the learning process are varied and often unpredictable" and "learners play a critical role in assessing their own learning" (Wurdinger, 2005, p. 69). How one student chooses to solve a problem will be different from another student, and what one student takes away from an experience will be different from the others.[19]

Our classrooms, known as *LBD* (Learn by Doing) *Labs* are intentionally designed to accommodate the needs and expectations of today's students, learning spaces need to be flexible, connected, collaborative and technology-rich. To improve learning potential, students are placed at the center of the learning process. Students will be able to understand the current state of their knowledge and to build on it, improve it, and and make decisions in the face of uncertainty. For example, doing mathematics involves solving problems, abstracting, inventing and proving. Doing history involves the construction and evaluation of historical documents. Doing science includes such activities as testing theories. This method of learning means replacing chalk-and-talk pedagogy of the past with inquiry, experiences embedded in Advocacy, Policy and Business, engaging in research, learning through service and experiential learning.

Characteristics of a learn by doing; lab:
* Mixture of content and process: There is a balance between the experiential activities and the underlying content or theory.
* Absence of excessive judgment: REAL teachers create a safe space for students to work through their own process of self-discovery.
* Engagement in purposeful endeavors: The learning activities are personally relevant to the student.[20]
* Encouraging the big picture perspective: the students are encouraged and allowed to make connections between the learning they are doing and the world. Activities are built in for students to see relationships in complex systems and find a way to work within them.
* The role of reflection: Students are able to reflect on their own learning, bringing "the theory to life" and gaining insight into themselves and their interactions with the world.
* Creating emotional investment: Students are fully immersed in experiences, not merely doing what they feel is required of them. The "process engages the learner to a point where what is being learned and experience strikes a critical, central chord within them."
* The re-examination of values: By working within a space that has been made safe for self- exploration, students are able to analyze and even alter their own values.
* The presence of meaningful relationships: students are able to see their learning in the context of the whole world by showing the relationships between "learner to self, learner to teacher, and learner to learning environment."
* Learning outside one's perceived comfort zones: "Learning is enhanced when students are given the opportunity to operate outside of their own perceived comfort zones." This doesn't refer just to physical environment, but also to

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[18] Johnson, James Scott. (2006). Inquiry and Education: John Dewey and the Quest for Democracy. Albany NY: Suny Press.
[19] Wurdinger, S.D. (2005). Using Experiential Learning in the Classroom. Lanham: Scarecrow Education.
[20] Prepared by Michelle Schwartz, Research Associate, for the Vice Provost, Academic, Ryerson University, 2012 1 http://www.ryerson.ca/lt

the social environment. This could include, for instance, "being accountable for one's actions and owning the consequences"

Students at REAL learn in varied ways, both inside and outside the classroom. They learn by doing, whether in athletic and artistic pursuits, through public presentation and performance, by conducting experiments, or by writing for an audience. Our community's strength and our mission of "lifelong transformation of self and the world" are predicated on equity of voice in regard to race, gender, ethnicity, religion and socioeconomic diversity and on the belief that a privileged education such as ours requires an active commitment to our larger community.

III. Key Pillars of Embedded Learning Experiences

At REAL, we believe that every girl has the potential to be an academic achiever and a leader and we "*learn by doing; daily."* This firm belief in the promise and potential within each girl undergirds our resolve to offer girls an engaging and rigorous academic experience that prepares them for college completion, grounds them in civic responsibility, and positions them for successful careers in a competitive, knowledge-based global industries. Rich ED Academy of Leaders (REAL) Charter School is a bold innovation in public education where student achievement and development is based on three pillars:

Advocacy and Empowerment-The advocacy/empowerment orientation to practice is an effort to combat the socially structured alienation, isolation, and poverty of substantive content available to understand ourselves and daily life. The learning environment is designed where students can focus on their interests and utilize their own strengths In a rapidly changing world, students are encouraged to take ownership of their learning. By teaching students to reflect on how they learn and by developing their skills to pursue their learning goals, students will be empowered to change from passive recipients of information to active controllers of their learning. The teacher's role, as facilitator, is to empower learners by promoting student involvement in learning, helping learners to develop skills that support learning throughout life, and helping learners to assume personal responsibility for learning.

Social Inquiry-Social inquiry is not a "new" idea but reflects historical curriculum developments in the social sciences. Its purpose is to create knowledge (informational) and citizenship (transformational) outcomes. Through social inquiry, students ask questions, gather information, and examine the background to important societal ideas and events. They are able to explore and analyze values and perspectives relating to these ideas and events; and develop understanding about issues, observe decision-making approaches, and participate in social action.[1] The aim of social inquiry at REAL is to enable girls to develop skills in social-inquiry research and to develop deeper understanding about their local community (with a focus on the concepts of identity, belonging, place, and change), which aligns with our mission and vision of preparing REAL girls to be productive and globally-minded citizens.

Leadership Development-REAL understands that building leadership skills is a process that is cultivated by a passion for affecting positive social change. We recognize the importance of the girl's participation in the development of her own leadership skills. As such, we present girls with a variety of programs, organizations and opportunities that inspire them to get involved and grow into the leaders of tomorrow.
We believe that leadership is a process in which everyone has the capacity to participate. We are committed to providing a variety of hands-on experiences that teach students leadership skills, including ongoing cohort experiences to one-time individual or group workshops. Whether students are looking to improve their student organization or understand how to be a leader in the lab, REAL is here to help girls develop self-awareness, collaborate with others, and become engaged citizens within the community at-large.

Using these three pillars, the school will organize its curriculum program around three core areas: *Advocacy*, *Policy* and *Business*. To ensure we are preparing the next set of leaders as is stated in our mission and vision, and tapping into the resources afforded by our location of Downtown Memphis and the Greater Memphis community.

CEE: Career. Experience. Exposure. CEE is REAL's middle-school version of Career and Technical Education (CTE). Career academies are set apart by the focus on career-related and academic coursework coupled with work experience, often through partnerships with local employers. REAL's career academy program will also assist in dropout prevention efforts to keep at-risk high school students engaged in their education. The career academy will serve a broader segment of students, including those who are college-bound, with career-themed curricula and hands-on experiences. Research suggests that career academies can be an effective model for improving longer-term outcomes. The program is designed to offer students the opportunity to explore issues of diversity, oppression, and privilege and to examine advocacy and intervention strategies to engage in social change.

Students will investigate issues as they relate to the school, community and society and gain an in-depth knowledge of the theoretical, practical and interdisciplinary dimensions of policy studies. Students will focus on advocacy strategies by exploring, analyzing, and comparing social service systems and policies in depth and from an empowerment perspective. Students will learn to develop critical analyses of social policies and study how to create, implement, and evaluate advocacy strategies. Policy analysis and social change will be critical themes in developing an advocacy knowledge base, as they are equally important themes of prevention and social well being.

Students are developed and cultivated as leaders in the areas of: business, government and the community as the program focuses on enhancing the leadership skills of students to further their professional and personal development.
Teachers will design projects that incorporate high-level standards and REAL's key pillars around: Advocacy and Empowerment, Social Inquiry & Leadership. For example, in English class, students will be learning advocacy while simultaneously learning the state standards for English.

The grade sequence for the embedded thematic projects are:
6h grade-Advocacy
7th grade-Policy
8th grade-Business

APB Advocacy, Policy & Business Seminars & Summit: To expand on the career experience and exposure for students, students meet quarterly on Saturdays for 120-minutes to discuss current events, special topics, community-related issues, etc. and works towards brainstorming, planning and implementing community-wide awareness events and initiatives around topics of interests. Each student will participate in APB and time has been allotted in the master schedule for each student to have to opportunity to explore the APB course sequence thoroughly with emphasis on:

Advocacy-Find your voice.
Policy-Find your issue.
Business-Find your path.

The APB Seminars & Summit is directly tied to REAL's Saturday sessions and is recorded in the annual school calendar as four happenings throughout the school year. The summits are student-led and student driven, where the school becomes an open space/forum for community/civic related issues. Students will demonstrate knowledge and understanding of the APB Seminars during the APB Summits.

The APB focus affords REAL students to explore partnerships, projects, exposure and experiences beyond the classroom as it seeks to build a network with local governmental agencies; the growing number of downtown business (including, but not limited to, the City of Memphis, Shelby County Government, Chamber of Commerce, Service Master, St. Jude Hospital, Auto Zone and Bass Pro Shops, and the smaller businesses situated in the

Uptown, Harbor Town, Pinch District and South City neighborhoods); and local advocacy organizations (Campaign for School Equity, Stand for Children, Urban Child Institute, Greater Community Foundation, Women's Foundation for a Greater Memphis and the Child Advocacy Center) just to name a few.

REAL students will be challenged and encouraged to explore career pathways in the areas of: Advocacy, Policy and Business and in connection with our college and career program, *Pathways (that happens along with Advisory and may also be offered as a Club),* be able to formalize plans of post-secondary success in either of three areas, or fields of interest that stem from these three broad areas. Both the CEE programming and APB Summits will be spearheaded, designed and led by the Executive Director and the Board of Directors, in partnership with community stakeholders.

REAL will offer three signature programs that will guide instructional practices, student achievement and overall culture of the school:

REAL-ity Week: Staff and Students will have a one-week orientation/induction into the REAL world. This week will be mandatory of all staff and students and will also be a professional development opportunity for teachers and is included in the 185 instructional of the annual school calendar. The week of orientation will take place during the latter weeks of July. REAL-ity WEEK for the staff will include adaptations of Harry Wong's Teacher's Orientation and Induction Process.

Suggested Dates:
REAL-ity Week:
Teachers-July 6-9, 2021
6th grade-July 19-23, 2021

INCUBATION *(in partnership with the Destiny House and its network of organizations)*- A large part of REAL's school culture and student achievement will be predicated on identity development. Incubation is our signature program for our **middle school** female students as we equip them with the tools to help develop and enhance their confidence, maturity, and leadership.

Pathways-College & Career Readiness *(in partnership with the College Initiative)*- REAL is committed to ensuring students are well-prepared and equipped to thrive in whatever post-secondary option of their choosing. We will provide explicit programming to educate students about college and career options, and provide exposure and instruction in the skills needed to apply, gain admission to and persist in college and the workforce. This signature program will be offered to our high school students as they matriculate and will offer them the opportunity to take college trips and participate in college fairs, and take a college readiness course each year taught by our Pathways Coordinator, college counselor and workforce development volunteer team.

There are many facets involved with a college-going culture. REAL will have a flexible schedule, particularly in high school, which allows scholars time to visit with counselors, mentors, advisors, participate in internships, and meet with teachers as needed to prepare them for the flexibility and personal management skills that a college and workplace environment demands. Attendance rates will be closely monitored because scholars that are not in school are not able to gain the knowledge and skills necessary to be ready for college and career opportunities. Scholars will also benefit from community support and involvement, across the curriculum, but also as it relates to career and college opportunities such as college field trips and fairs.

IV. Teaching and Learning Philosophy

The RWE aims help students develop their personal understanding, their emerging sense of self and responsibility in their community. Teaching and learning in the RWE is underpinned by the following concepts:

Teaching and learning in context
Students learn best when their learning experiences have context and are connected to their lives and their experience of the world that they have experienced.

Using global contexts
REAL students develop an understanding of their common humanity and shared guardianship of the planet through developmentally appropriate explorations of:

- identities and relationships
- personal and cultural identity
- orientations in space and time
- scientific and technical innovation
- fairness and development
- globalization and sustainability.

Conceptual understanding
Concepts are big ideas that have relevance within specific disciplines and across subject areas. REAL students use concepts as a vehicle to inquire into issues and ideas of personal, local and global significance and examine knowledge holistically.

Approaches to learning
A unifying thread throughout all REAL subject groups, approaches to learning provide the foundation for independent learning and encourage the application of their knowledge and skills in unfamiliar contexts. Developing and applying these social, thinking, research, communication and self management skills helps students learn how to learn.

Service as action, through community service.
Action and service are shared values of the RWE. Students take action when they apply what they are learning in the classroom and beyond. REAL learners strive to be caring members of the community who demonstrate a commitment to service—making a positive difference to the lives of others and to the environment.

Service as action is an integral part of the program.
Inclusion and learning diversity in the RWE. As part of the RWE curriculum, schools address differentiation within the written, taught and assessed curriculum. This is demonstrated in the unit planner and in the teaching environment, both of which will be reviewed during programme authorization and evaluation. REAL has developed an inclusion/special educational needs policy that explains assessment access arrangements, classroom accommodations and curriculum modification that meet individual student learning needs.

(b) Outline the school's academic plan, defined as "a platform that supports the academic focus of the charter school and will include instructional goals and methods for the school, which, at a minimum, shall include teaching and classroom instruction methods, materials, and curriculum that will be used to provide students with knowledge, proficiency, and skills needed to reach the goals of the school." (T.C.A. § 49-13-104).

As an ambitious, liberal-arts infused, all-girl middle school, our academic plan is aligned with our mission and Shelby County School's priorities. All curriculum will be selected and developed in alignment with the Tennessee

Academic State Standards, Common Core State Standards, and TNReady Assessments, and all instruction will challenge and support students to measurable grade-level proficiency or mastery.

Curriculum Scope

The curriculum for each grade level and each subject will be backwards-mapped from the academic profile of what students must be able to know and do by the end of each grade level. The Head of School will select curriculum for our rigorous academic program and lead any adaptations needed to the curriculum. The Head of School will ensure that selected and developed or adapted curriculum is aligned to CCSS and Tennessee Academic Standards, always selecting curriculum with the following priorities: Aligned or ability to become aligned to CCSS and TAS; Ability and accessibility of curriculum materials; and Adjustability of curriculum to school design and model.

Curriculum Outline

The School's course requirements will meet state standards. The School will offer, at minimum, the same number of minutes of instruction and days of instruction as required by law. The School's teachers work in teams to create curriculum that is integrated across subjects and aligned with Tennessee's academic content standards. The following is a broad description, by subject, of our goals and approach to the 6-8th grade curriculum. It represents a merging of the State of Tennessee Core Curriculum with the Liberal Arts. *Please note that a more complete curriculum will be established during our planning period as we assemble our team and work with consultants experienced in charter school development, liberal arts curriculum development, and experiential learning. This will give our teachers and supporting staff voice in the process of curriculum development, and provide an important opportunity for team building, consensus building, and the opportunity to incorporate a wide selection of ideas put forth by experienced team members.

Our approach to Relevance & Personalized Learning is grounded in the research and best practices that guide the Response to Intervention (RTI) framework. The RTI framework consists of high-quality instruction and interventions designed to meet individual student needs as determined by regular analysis of student outcome data. At REAL, our academic program is built on a tiered model that begins with core instruction in Tier I, progressively intensive and responsive Tier II and Tier III interventions and supports during the school day, and spans to include special education. REAL's program model includes tiered interventions in the areas of reading, math, and writing within the liberal arts program. Some key supports in our tiered approach, such as Guided Reading and integrated tutorial block, are presented in this section as they are fundamental to our academic program. The full model, including descriptions of supports at each tier and how students move through the tiers, is presented in **Special Populations**.

REAL will utilize a robust data-cycle to identify student needs and target instruction accordingly. Our instructional model allows for this personalized approach in Tier I core instruction as well as through more intensive Tier II and Tier III interventions. Each student will have a Personalized Learning Plan (PLP) throughout their years at REAL (the contents of the Profile and systems to support them is fully explained in Assessments). It will contain key information, including internal and external assessment results, skills gaps and goals, and action steps in response to the data. These data in the profiles will drive instructional practices during core classes and guide the implementation of targeted intervention and enrichment offered daily to students as a fully integrated part of their schedules. Students and teachers will update the profile each quarter to include new assessment data, student goals, and appropriate action steps. In Advisory-homeroom teachers/advisors, will explicitly teach students how to understand what the data tells them about their progress, how to reflect on their progress and identify gaps and strengths, and how to address these through specific steps and decisions that will become their action plan. Then, teachers will have individual and small group discussions with students to help them design their individual plans which will be shared with families and placed in the Personalized Learning Plan.

At REAL, all students will participate in a rigorous college preparatory curriculum. As detailed below in the Curriculum Overview by Subject, all students will be provided high quality, rigorous and differentiated Tier I core instruction in ELA, math, science, and social studies. All instruction will be aligned to the Common Core State Standards and the Tennessee State Standards and Performance Indicators in science and social studies. Many of the students in our target population are several grades behind their more affluent peers in Reading Language Arts. At the core of the curriculum at REAL is literacy. We believe that in order for our students to be successful, they must become proficient readers and writers.

We are determined to have our students beat the odds, become proficient readers and get on the pathway to success in high school and becoming college-ready. Our instructional program, staffing model, and curricular approach are designed to ensure that all of our students develop these critical literacy skills. We believe that with more instructional time devoted to literacy instruction, plus an additional daily period of targeted reading instruction, intentional literacy emphasis in other core academic subjects, and individualized tutoring in literacy as needed, we will meet the literacy needs of all of our students.

At REAL, students will receive over 90 minutes of dedicated literacy instruction in addition to content- driven literacy in other subject areas. All teachers are involved in the teaching of literacy and will receive the development they need to infuse literacy into their content areas as well as provide effective targeted reading instruction.

Intensive and Personalized Literacy Instruction.

REAL students will have over 90 minutes of daily instruction in reading and writing using the proven and highly effective workshop model. Apart of that 90 minutes, all students will participate in 25 minutes of reading instruction four times a week based on their identified reading level. Further, all other content areas will be infused with literacy instruction, as articulated in the Common Core State Standards.

Common Core Standards.

REAL's curriculum will be aligned to the Common Core State Standards and Tennessee State Standards for social studies and science. In support of our vision and mission, our curriculum provides intensive literacy instruction throughout all content areas. We believe that if students increase in their reading levels, in conjunction with quality instruction in the other content areas, our students will achieve academically. All of our classrooms will be taught by high quality teachers who produce strong student results with an instructional design for small group instruction within the general education classroom, as well as an array of tiered supports to meet students' needs. This intensive and individualized approach is designed to meet the specific needs of each student at REAL, including students who are academically behind, those with disabilities, and English language learners. The following chart provides a guide to the standards used to build REAL's Curriculum Framework.

Content Area	6th	7th	8th
English/Language Arts	CCSS English Language Arts	CCSS English Language Arts	CCSS English Language Arts
Mathematics	CCSS Mathematics	CCSS Mathematics	CCSS Mathematics
Science	TN State Standards Next Generation Science Standards CCSS Literacy Standards in Science	TN State Standards Next Generation Science Standards CCSS Literacy Standards in Science	TN State Standards Next Generation Science Standards CCSS Literacy Standards in Science
Social Studies	TN State Standards CCSS Literacy Standards in Social Studies	TN State Standards CCSS Literacy Standards in Social Studies	TN State Standards CCSS Literacy Standards in Social Studies
Physical Education/ Wellness/ Electives	State and National Standards for course	State and National Standards for course	State and National Standards for course
Leadership (presented during Advisory & APB)	Character Education Quality Standards APB (Advocacy, Policy & Business) Seminar Career Readiness Anchor Standards	Character Education Quality Standards APB (Advocacy, Policy & Business) Seminar Career Readiness Anchor Standards	Character Education Quality Standards CIE (Career Intern Experience) Career Readiness Anchor Standards

Curriculum Development

We will implement the following process to develop our curriculum. During the planning year, the proposed School Leader will develop subject specific curriculum maps, aligned to the appropriate standards noted above. This work will be informed by the School Leader's extensive experience in curriculum development and resources from existing high performing schools serving similar populations, as well as the commercial curricular materials detailed below. Additionally, the School Leader will purchase and create fully-articulated model units that include weekly and daily plans.

We believe that teachers have a critical role to play in curriculum development, but also know that relying on teachers to develop the entire curriculum while also building a school is not an efficient or sustainable approach. To achieve the right balance and ensure investment in our highly skilled teachers, our approach is to provide teachers with clear curricular guidance and then provide them with the time and support to build on the guides and develop classroom level implementation. Specifically, for each of the first four years, we plan to provide teachers with a clear curriculum guide for each new course that includes a standards-based scope and sequence, and instructional strategies, assessments, and resources for each unit.

These standards-based guides will give teachers the 'what' in their lessons and the map for the year so that there is transparency with regard to what students should know and be able to do when they are promoted from each grade level. These guides will allow teachers to focus their instructional planning on daily and weekly instruction within each unit. During summer professional development prior to opening, teachers will begin to own the curriculum by building on the guides and working individually and in teams with the School Leader (and the Curriculum/SPED Coordinator in subsequent years) to develop classroom level assessments, units, and daily/weekly plans. In the following years, i.e., during the second year when the grade 6 ELA teacher is teaching the course again, teachers will have more skills and experience to refine and revise the course curriculum as needed.

Weekly and daily plans, will be developed using the approach outlined in Understanding by Design by Wiggins and McTighe.[21] Utilizing this process to design units of instruction and assessments focuses learning on developing a deeper understanding of the important concepts in each subject area. The backward design process involves planning in four steps that focus on the following questions:

Step 1: Identify desired results. What is worthy of or requires student understanding?

Step 2: Determine acceptable assessment evidence. How will you know if students have reached the goals?

Step 3: Identify specific daily objectives and potential misunderstanding. What learning experiences and teaching methods will promote understanding, interest, and excellence? What potential misunderstandings will you encounter?

Step 4: Sequence objectives logically and calendar the unit/week. What needs to be taught each day in order to ensure mastery of unit objectives?

We expect our teachers to spend their instructional planning time thinking deeply through the above steps, particularly Step 3, with a focus on how to reach and teach each student. To support teachers in designing differentiated learning opportunities for students, we will utilize a variety of curricular resources in each subject area as well as provide intensive initial and ongoing training to our teachers. This will allow teachers to tailor the guided and independent practice portions of the lessons to students' Personalized Learning Plans.

[21] Wiggins, G. and McTighe, J. Understanding by Design. Association for Supervision and Curriculum Development: 2005.

Coaching support and guidance will be provided to the instructional team and teachers on internalization of the curriculum from the Executive Director, Head of School and Curriculum/SPED Coordinator in Y 1-4 of the school. Y5 and all subsequent years with the support of the Head of School, Curriculum/SPED Coordinator, and Literacy Coach (Y5 and beyond). In Y6 and subsequent years, a Dean of Academics will be available to coach and support teachers.

We will review and adjust curriculum each year to ensure alignment with TASS and CCSS. For science, Rich ED Academy of Leaders has selected FOSS as the curriculum. The Head of School will engage in continued professional development before the school's opening to adjust curriculum to align to that of other high-performing charter school curriculum.

Special Populations. Curriculum development includes best practices for SPED and ELL, with a focus on the following shifts in literacy: (1) Regular practice with complex text and its academic language; (2) Reading, writing, and speaking grounded in evidence from text, literary and informational; and (3) Building knowledge through content rich non-fiction. Our Curriculum/SPED Coordinator, licensed in special education and gifted services, with the support of the Head of School, will review and revise selected curriculum to ensure modifications and accommodations outlined in every student's IEP are addressed. The Coordinator will ensure all teachers receive professional development on best practices for special education in an inclusive environment for our students. Considerations for the review and revision of selected curriculum include: (1) SPED student proficiency levels and progress monitoring data in comparison to the general population; (2) IEPs goals and requirements; (3) differentiation strategies to allow access to the curriculum; and (4) licensed staffing for inclusion and pull-out services to meet the needs of all students. Our Head of School and Curriculum/SPED Coordinator will review selected curriculum to ensure attention language development in every literacy lesson. The Curriculum/SPED Coordinator and Head of School will train teachers on how to adequately prepare for teaching ELL students using WIDA ELP (English Language Proficiency Standards) standards. Considerations for the review and revision of selected curriculum include use of WIDA's standards (1) to outline progression of English language to teach academic language within the context of content area instruction and (2) for WIDA levels of language proficiency; use of WIDA's CAN Do descriptors to define what language learners can do at various stages of language development as they engage in teaching and learning in academic contexts; and (3) ELL student performance and proficiency levels and progress monitoring in comparison to the general population. While ELL instruction is traditionally focused mainly on literacy, ELLs will have the opportunity to receive core instruction from a dually certified general education and ELL teacher throughout the school day and have access to additional pull out services, as needed by our ELL staff. Teachers will engage in the lesson internalization process each week to ensure each daily lesson has adequately considered the needs of all students prior to instruction. For details about the implementation of our SPED and ELL program.

Curriculum Overview by Subject

I. English Language Arts

Literacy is at the core of our instructional model. Extensive research that supports the rigorous Common Core State Standards demonstrates that students must develop sophisticated literacy skills –reading, writing, speaking and listening – that allow them to engage deeply with texts and move beyond comprehension to analysis and synthesis across texts. We have designed REAL and our literacy program to equip all of our students with these skills. As stated above, the ELA program at REAL will be centered on the Common Core State Standards. More specifically, REAL teachers in all grade levels will help students build knowledge through reading non-fiction and fiction texts, effectively use evidence from texts in speaking, writing and listening; and use complex texts and academic language. Students will demonstrate reading, writing, communication, and research skills each year at REAL, with an emphasis on interpreting complex texts and drawing evidence from various texts when writing argumentative or

explanatory essays. The following chart explains the course progression for English Language Arts across each grade level at REAL:

6th	7th	8th
Reader's Workshop: Literature & Non- Fiction Reading Writer's Workshop Vocabulary and Word Study	English Language Arts: Literature & Non-fiction Reading Writer's Workshop	English Language Arts: Literature & Non- fiction Reading Writer's Workshop

The following chart provides the CCSS English Language Arts College and Career Readiness Anchor Standards which will be the primary guide for our literacy program at REAL. Though too extensive to include here, these Anchor Standards are further articulated by grade level within the CCSS.[22]

[22] http://www.corestandards.org/ELA-Literacy/

	College and Career Readiness Anchor Standards
Reading	Key Ideas and Details 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when write or speaking to support conclusions drawn from the text.

	1. Determine central ideas of themes of a text and analyze their development; summarize the key supporting details and ideas. 2. Analyze how and why individuals, events, and ideas develop and interact over the course of a text. Craft and Structure 1. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. 2. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text relate to each other and the whole. 3. Assess how point of view or purpose shapes the content and style of a text. Integration of Knowledge and Ideas 1. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words. 2. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. 3. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches authors take. Range of Reading and Level of Text Complexity Read and comprehend complex literary and informational texts independently and proficiently.

Writing	Texts Types and Purposes 1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. 2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selections, organization, and analysis of content. 3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. Production and Distribution of Writing 1. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. 2. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. 3. Use technology, including the Internet, to produce and public writing and to interact and collaborate with others. Research to Build and Present Knowledge 1. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. 2. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. 3. Draw evidence from literary or informational texts to support analysis, reflection, and 4. research. Range of Writing Write routinely over extended time frames for a range of tasks, purposes, and audiences.
Speaking and Listening	Comprehension and Collaboration 1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. 2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

	3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric. Presentation of Knowledge and Ideas 1. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. 2. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations. 3. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
Language	Conventions of Standard English 1. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. 2. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. Knowledge of Language Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. Vocabulary Acquisition and Use 1. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. 2. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. 3. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

Our literacy program provides opportunities for whole group, small group, and individualized instruction as well as intentional means to build a culture of literacy at the school that celebrates and encourages students to become skilled readers. Grounded in research and what works for middle school students, we will provide students with books that they can and want to read. Then, we will use those books to help students make sense of the text, explore

words within real reading situations; we will also provide extensive and ongoing training to our teachers to ensure that they are delivering literacy instruction effectively.[23]

Further, the REAL program will promote reading habits that research demonstrates are effective in promoting reading achievement for middle school students, including fostering recreational reading and ensuring teacher support and enthusiasm for reading.[24]

With this approach in mind, REAL has created an intentional literacy program that not only includes multiple opportunities for students to interact with texts and engage in discussion, and ongoing practice in reading and writing, it also includes intentional, ongoing professional development for teachers from school leadership, external experts (e.g., Readers/Writers Workshop and Fountas and Pinnell). At REAL, all students will spend a minimum of 50 minutes in literacy instruction per day, including a 50 minute English Language Arts class structured as Readers and Writers Workshop and a 45 minute Guided Reading/Literature Circle class. In addition, and as detailed below, literacy will be infused into all content areas at REAL.

The following chart provides a visual overview of the components of our ELA program. A detailed description of each is presented in the following pages.

<table>
<tr><th colspan="4">Components of ELA at REAL</th></tr>
<tr><th>Reading Assessments</th><th>Core Instruction</th><th colspan="2">Tier II Support OR Enrichment, depending on each student's reading level</th><th>Additional for all</th></tr>
<tr><td rowspan="3">MAP F&P</td><td rowspan="3">Readers Workshop and Writers Workshop</td><td rowspan="3">Guided Reading (Tier II)</td><td rowspan="3">Literature Circle (enrichment)</td><td>Independent Reading</td></tr>
<tr><td>Reading Competitions</td></tr>
<tr><td>Buddy Reading</td></tr>
<tr><td>MAP – fall (entering students) and spring; F&P quarterly</td><td>50 minutes daily</td><td colspan="2">45 minutes daily</td><td>Ongoing</td></tr>
</table>

[23] Ivey, Gay and Marianne I. Baker. "Phonics Instruction for Older Students? Just Say No." What Research Says about Good Reading Instruction. Association for Supervision and Curriculum Development: March 2004. Retrieved from http://www.ascd.org/publications/educational-leadership/mar04/vol61/num06/Phonics-Instruction-for-Older-Students%C2%A2-Just-Say-No.aspx

[24] Watkins and Edwards (1992) found that proficient readers in the middle grades tend to spend more time reading for enjoyment and make greater gains in reading achievement than less able readers. They also found that academic performance is closely related to reading performance. Finally, Watkins and Edwards also found that teachers' attitudes toward reading significantly affect the amount of voluntary reading students do.

To support our ELA program, we will utilize numerous curricular resources, in addition to providing leveled classroom libraries of fiction and non-fiction texts in each classroom. These include Lucy Calkins' Units of Study for Readers and Writers Workshop and Fountas and Pinnell's Continuum of Literacy Learning. The Continuum of Literacy Learning is fully aligned with the Common Core State Standards and identifies seven components that focus on each area of language arts: Interactive Read Aloud and Literature Discussion; Shared and Performance Reading; Writing About Reading; Writing; Oral, Visual, and Technological Communication; Phonics, Spelling, and Word Study; and Guided Reading. It provides specific literacy behaviors and understandings by grade level and is designed to support planning group instruction. As appropriate we will also incorporate elements of the Springboard ELA to support our instructional planning.

The following charts provide a thorough description, including the research and rationale for each of REAL's research-based ELA curricular resources for grades 6-8 that have proven to be effective with our targeted population.

Grade 6

Curriculum	Description	Rationale & Research
Marzano (All core classes)	Includes words in the context of literature as well as content-based academic vocabulary. Systematic vocabulary instruction in all content areas is essential to students' development as readers, writers, and speakers.	Using Marzano's six steps to teaching vocabulary ensures that students have 30 guaranteed academic terms from each content area stored in long-term memory, plus related words and cognitive verbs. Provides a comprehensive and systematic method to teaching and learning high leverage vocabulary on a school-wide level. Promotes a development of a rich vocabulary culture that accelerates learning as all content teachers and students leverage the same approach. Promotes teacher development such that teachers are selecting words, developing assessments, and selecting the appropriate activities for student practice. Integrates Common Core Tiered Vocabulary, a highly acclaimed work by Isabel Beck and Margaret McKeown, which is highlighted in CCSS publications.
Wordly Wise (All core classes)	Grade leveled aligned vocabulary list	Rigorous vocabulary choices, aligns to Vocabulary Acquisition and use CCSS standards.

Reader's Workshop: Lucy Calkins' Units of Study for Teaching Reading, 6	Skill-focused mini- lesson, followed by time for students to read on their reading level while teacher conferences with students or groups. Reader's Workshop supports strategy and skills instruction, with small group conferencing, and a volume of reading, with student reading from a selection of authentic texts on their independent level. Reader's Workshop includes standards for Literature, Reading Standards for Informational Text, Speaking and Listening:	Workshop structure provides students with the opportunity to learn and practice the discrete meta- cognitive and critical thinking skills necessary for reading comprehension. Reader's Workshop places emphasis on more independent reading. The lack of opportunities for regular, engaged reading may help account for why most students who are poor readers upon entry into high school remain to until graduation (Cappella & Weinstein, 2001).[25] Frequent opportunities to read and read with assistance (i.e. in school) give students the opportunity to increase their reading levels. If students are not on grade level in reading when they enter high school (the Academy Model), they can't fully engage in the model because they won't have the basic skills.

[25] Cappella, E., & Weinstein, R.S. (2001). Turning around reading achievement: Predictors of high school students' academic resilience. Journal of Educational Psychology, 93, 758-771.

Curriculum	Description	Rationale & Research
	Comprehension and Collaboration.	Once children have mastered basic reading skills, the surest road to a richer vocabulary and expanded literacy is wide and sustained reading (Allington, 2006).[26] The Workshop Model, our Guided Reading and Literature Circle block all complements each other to ensure students are engaged in reading. Middle school students thrive on characters who are close to their age, who has recognizable feelings and realistic problems. Reader's Workshop gives student choice (a strong motivator) and teachers the ability to match student's reading ability to their interests (Powning & Atwell, 1995).[27] Literary authority J.T. Guthrie (2002) sees another benefit to increasing reading stamina. If a teacher will encounter a high stakes test for her classroom in April, her best preparation is to increase motivation of students for extended, learning-focused, independent reading as early as possible in the academic year. Moving students from 10 minutes of independent reading per day to 30 minutes of learning-oriented reading per day will be the strongest test preparation that can be provided. By fostering students to become engaged readers, the teacher enables them to gain competence and self- efficacy.[28] Ivey and Broaddus (2000) observed in a middle school classroom that teachers share goals during a one-in-one student conference. These sessions are the teacher's chance to provide individual students with coaching on what is being learned, as well as discuss book choices and give positive feedback to students. Individual conferencing encourages positive student-teacher relationships, as it is the teacher's mission to learn about diverse students as readers and writers and give each one individual support. Ivey and Broaddus (2000) suggest that teachers use the independent reading time not to model reading themselves, but to take on more of an instructional role and to conference with individuals.[29]

The Curriculum Maps provided in the Wheatley Portfolio are sequenced, thematic units for grades K-12. The curriculum maps connect the skills listed in the CCSS in ELA with suggested literature works and informational texts and provide sample activities that teachers can utilize in their classrooms.

The Wheatley Portfolio is based on the Common Core State Standards. In addition to the CCSS, the team at Common Core, Inc. consulted other model curricula and content materials (i.e. IB course outlines, MA ELA Curriculum Frameworks, etc.). The Wheatley Portfolio provides teachers with several resources to teach effectively.

[26] Allington, R.L. (2002). What I've learned about effective reading instruction from a decade of studying exemplary classroom teachers. Phi Delta Kappan, 83, 740-747.

[27] Powning, J., & Atwell, N. (1995). Joe's top nine. Voices from the Middle, 2, 40-41.

[28] Preparing students for high-stakes test taking in reading. In A. Farstrup & S. Samuels (Eds.). What research has to say about reading instruction (3rd ed.) (99.370-391). Neward, DE: International Reading Association.

[29] Ivey, G., & Broaddus, K. (2000). Tailoring the fit: Reading instruction and middle school readers. The Reading Teacher, 54, 68-78.

Some examples are “text studies” that guide close reading for students, curated texts that meet the complexity and rigor levels in the CCSS, and differentiated instruction guidance provided in each sample lesson plan.

Writing units of study aligned to CCSS. Includes units of study on narrative, informational, and opinion writing. Each unit guides students through the writing process in which they write several pieces within the genre of study.

Highly scaffolded and explicit, direct instruction with a clear focus for teachers and exceptional professional development. Balanced focus on narrative, argumentative, and informational writing. Ample time for students to spend honing their writing craft.

The Writer’s Workshop model can be aligned to Reader’s Workshop, ensuring students write in response to literary and informational text. Consistent and systematic approach to grammar is tied to writing instruction and reinforced during reading.

The workshop model gives teachers the opportunity to model the skill or strategy they are expected to learn. After the teacher models, the students have the opportunity to work individually, in pairs, or in groups to practice what they learned Adriana, L.M. (2006).[30]

The workshop model enables teachers to teach the strategy the students are required to learn, and then conference with students during the time allotted for an activity.

[30] Adriana, L.M. (2006). Where the beginning ends: Studying leads in literature in order to write attention-getting introductions.Journal of Adolescent and Adult Literacy, 50(3), 190-193.

7th & 8th Grade

Vocabulary Curriculum	Description	Rationale & Research
Marzano (All core classes)	Includes words in the context of literature as well as content-based academic vocabulary Systematic vocabulary instruction in all content areas is essential to students' development as readers, writers, and speakers.	Using Marzano's six steps to teaching vocabulary ensures that students have 30 guaranteed academic terms from each content area stored in long-term memory, plus related words and cognitive verbs. Provides a comprehensive and systematic method to teaching and learning high leverage vocabulary on a school-wide level. Promotes a development of a rich vocabulary culture that accelerates learning as all content teachers and students leverage the same approach. Promotes teacher development such that teachers are selecting words, developing assessments, and selecting the appropriate activities for student practice. Integrates Common Core Tiered Vocabulary, the highly acclaimed work by Isabel Beck and Margaret McKeown, that is highlighted in CCSS publications
Wordly Wise (All core classes)	Grade leveled aligned vocabulary list	Rigorous vocabulary choices, aligns to Vocabulary Acquisition and use CCSS standards.

Key Literacy Components

1. Key Reading Assessments

To support effective implementation of our literacy program for each student, REAL will assess students at the beginning of the year to determine their instructional reading level using Northwest Education Association Measures of Academic Progress (NWEA MAP) and Fountas and Pinnell (F&P) Benchmark assessments. These assessments provide different information with regard to students' reading levels: the MAP provides a student's Lexile score as well as connections to specific Common Core standards that can be used to guide classroom instruction while the F&P provides a student's individual reading level (which correspond to Lexile) and also gives detail regarding characteristics of appropriate books for that level (i.e., text structure, themes and ideas, language and literary features) as well as suggested book titles. Further, F&P is designed to be used as a frequent assessment; as such, we will administer the F&P quarterly to monitor progress, adjust student groupings, and tailor instruction to student needs. Beyond ELA instruction in workshop and in homogeneous guided reading reading groups, all teachers will use F&P data to differentiate their instruction according to student needs. For example, the math teacher will know student's instructional reading level and will use that to support and challenge students as they work in their math journal to annotate, solve, and explain word problems.

2. Readers and Writers Workshop

We will implement the research-based and proven approach of Readers and Writers Workshop in our 50 minute daily ELA class. Supported by extensive research, years of implementation in the field, and professional development and curricular support from The Reading and Writing Project at Teachers College,[31] Readers and Writers Workshop will help us achieve our ambitious goals for students' literacy at REAL. Teachers will intentionally use their daily 50 minute block to incorporate both readers and writers workshop, with some days including both elements and other days focusing on either reading or writing.

As explained further in Instructional Strategies the workshop model incorporates opportunities for direct instruction through the mini-lesson, guided practice during conferences, and differentiated independent practice during independent reading and writing time. This approach to literacy instruction is well-suited to our target population, as well as students with disabilities and English language learners as it allows us to meet each student at his/her performance level and then provided individualized instruction within the classroom.

Readers Workshop supports implementation of the Common Core State Standards through its emphasis on students actively reading, engaging in shared texts, reading texts at their level, and interacting with peers and the teacher around texts. The goal of Readers Workshop is to foster independence in reading through continual application of reading skills to texts and ongoing support and guidance in doing so. This model can be effectively used with both fiction and nonfiction texts, as expected in the Common Core. The structure of a Readers Workshop lesson follows a simple and predictable format that includes the following elements.

- Teacher led mini-lesson on an explicit reading skill or strategy, such as inferencing or summarizing.
- Guided practice with the teacher on applying the skill.
- Independent reading at students' instructional reading level. At REAL, we will work to build students' reading stamina and this portion of the lesson will increase through students' years at the school.

This component includes a reading journal that each student maintains to record their responses, their implementation of the skill and questions that they have about the text. During this time the teacher leads

[31] http://readingandwritingproject.com/about/overview.html

conferences with students. These can be individual conferences or small groups, depending on the need. This portion of the lesson provides built in opportunities for differentiated instruction personalized learning, a hallmark of REAL. The teacher may also provide a mid-workshop teaching point during this time. This allows the teacher to share an individual student or a group of students' learning that would be useful for the whole class.

The final part of the reading workshop is Sharing Time. In this portion of the lesson, students share their reading notebook with a peer or a small group of peers. This type of interaction supports students' development of listening and speaking skills as well as fosters the use of academic language.

Similarly, Writers Workshop follows a structured format that provides students with the opportunity to actively engage in writing, beginning with guidance from the teacher and group practice then moving to independent practice and feedback, and finally, sharing. This approach toward writing works well for a variety of types of writing, including informational, argument/opinion, and narrative. At REAL, we will use the workshop model to teach all students the range of writing they need to master to be successful in high school, college, and beyond. The Writers Workshop follows a simple and predictable format that includes the following elements.

A teacher-led mini-lesson. At REAL, we will use the mini-lesson to model a writing strategy or technique, such as topic sentence and supporting ideas; making a claim and supporting it with evidence; revising writing for organization and detail; conventions and grammar; use of dialogue, etc. We will use this portion of the workshop to launch the lesson, provide guided practice, and prepare students for individual writing.

Independent writing.

Just as in the Readers Workshop, this is a time when students apply the skill from the mini-lesson in their writing.

- Through the writing process (e.g., pre-writing, drafting, revising), students will practice and develop their writing skills.
- Teachers circulate to confer with students on their writing individually or in small groups. REAL teachers will give specific, actionable, criterion-based feedback to students to help them master the skill at hand. Again, this model ensures that students are receiving personalized instruction during this portion of the lesson.
- Students may also confer with each other, reviewing and giving feedback on each other's drafts. REAL teachers will explicitly teach this skill to students, so that their feedback is grounded in exemplar work (i.e., a rubric) and has evidence to back it up.

Sharing.

This is the last portion of the workshop and provides students ("authors") the opportunity to share their writing. This will look different depending on the grade level at REAL, with students in grades 6 practicing their skills with Author's Chair, and students in grades 7 and 8 presenting excerpts of their writing and their peers learning to provide robust feedback and support as we build students' writing skills.

Building on the writing skills students learn in Writers Workshop, REAL students will engage in writing in all subject areas. To rapidly boost students' writing skills, it is useful for all teachers to teach and assess writing in a similar manner. To this end, we will use the 6+1 Writing Traits approach to evaluating writing within Workshop as well as in other academic classes. This will provide a common language among all content areas and a research-based model that identifies common characteristics of good writing. The 6+1 Traits of high quality writing are:

ideas, organization, voice, word choice, sentence fluency, conventions, and presentation. We will use the teacher-friendly 6+1 Traits Writers' Rubric across content areas.[32]

3. Additional Reading Instruction for ALL Students

Beyond Readers and Writers Workshop, we will set aside additional time four days a week for students to engage in targeted reading instruction. This additional 45 minutes is a component of our RTI model, with Guided Reading being a key Tier II intervention and Literature Circle being an enrichment opportunity. While Tier II interventions are designed to serve approximately 10-15% of students,[33] we expect a higher percentage of our students will enter REAL below grade level in reading and need this additional support, more so in grades 6 with fewer needing it in grades 7 and 8. We anticipate that guided reading will be our primary mode of additional reading instruction in grades 6 as we build our students' reading skills, and that by grade 7 and 8, more and more students will be engaged in literature circles. Student placement in a specific guided reading group or literature circle will be determined by their performance on the reading assessments presented above and students will be regrouped at quarterly intervals aligned to our administration of the F&P, with the intention that the groupings are flexible and responsive. Through explicit professional development and ongoing support from the School Leader and Curriculum/SPED Coordinator, all teachers will be trained to teach guided reading and literature circles.

Guided Reading (Tier II)

Guided reading is a research-based and well-respected approach to providing targeted reading instruction. As described by Fountas and Pinnell, Guided Reading is small-group reading instruction purposefully designed to provide differentiated teaching that promotes students' reading proficiency (Fountas and Pinnell, 1996). While often implemented in elementary schools, we are intentionally incorporating into our middle school model to ensure all of our students have the reading skills they need to be successful.

With explicit teacher guidance, REAL students will read and talk about a variety of texts, both fiction and nonfiction in Guided Reading lessons. Based on students' instructional reading level, as identified through quarterly Fountas and Pinnell assessments and corresponding text gradient, we will group students and select appropriate texts, ones that they can read successfully with instructional support. In guided reading lessons, teachers briefly introduce the text and then students quickly begin reading. The teacher observes the students as they read the text softly or silently to themselves. The small group structure allows teachers to explicitly teach comprehension strategies such as inferring, synthesizing, analyzing, and critiquing, all elements of reading supported by the National Reading Panel. After reading, REAL teachers will guide students in a discussion that supports comprehension and higher order thinking. Students will discuss their inferences,predictions, new learnings, the writer's craft, and critique. Importantly, in all groups regardless of instructional reading level, REAL teachers will teach students a range of reading strategies, including: finding and using information, self- correcting, summarizing, maintaining fluency, predicting, making connections to self, the world, and other texts, synthesizing, inferring, analyzing, and evaluating. The Academic Coach or Literacy Coach will model Guided Reading lessons as well as regularly observe and provide feedback on teachers' implementation of Guided Reading.

Literature Circles (Enrichment)

To promote authentic engagement with reading, peer to peer discourse, and a life-long love of reading, we will implement literature circles. In literature circles, students take more of a leadership role and begin to learn to ask their own questions and work with peers to answer them. Research indicates that effective literature circles promote

[32] http://educationnorthwest.org/webfm_send/1431

[33] RTI2 Framework. www.tncore.gov

students' skill in working together to build meaning from text: "Collaboration is at the heart of this approach [literature circles]. Students reshape and add onto their understanding as they construct meaning with other readers."[34] Further, literature circles provide a means to teach, not just assess, multiple components of reading comprehension, including character, plot, setting, theme, literary devices, making connections across texts, inferring, predicting, and evaluating the text. They also encourage students to ask their own questions, which supports their Self-Advocacy skills.

We will intentionally teach students to engage effectively in literature circles, and following our gradual release model, we will increase students' responsibility for text selection and leading discussions as they progress through the grades at REAL. Some key components of effectively literature circles in all grades include:

- Students having input into text selection;
- Students using written or drawn notes to guide their reading and discussion;
- Students being assigned roles or tasks to complete for each group meeting;
- Creating small, temporary groups based on the text/topic;
- Having different groups read different books;
- The teacher and students establishing discussion guidelines;
- The teacher modeling how students will facilitate each role or job; and
- The teacher serving as a facilitator, observer, listener and often fellow reader, alongside students.[35]
- Using the Common Core exemplar texts as a guide, we will provide students with options of high quality texts to choose from, such as Taylor's Roll of Thunder, Hear my Cry and Goodrich and Hackett's The Diary of Anne Frank: A Play as well as non-fiction options like Narrative of the Life of Frederick Douglass. In grade 6, we will provide fewer choices and spend time modeling and practicing all components of literature circles to build a strong foundation for students. In grades 7 and 8, students will assume more leadership of the discussion as well as the implementation of literacy circles, particularly peer leaders, as they deepen their skills of analysis, collaboration, and love of reading.

4. More Programs to Support Literacy

Acknowledging that all of our students will not come to REAL with a love for and habit of reading, we have planned several opportunities for students to develop one. We will help students develop the habits of strong readers and build a culture of literacy at the school.

Independent Reading

To learn to love reading and to become a strong reader, students need a significant amount of time to practice reading. Research indicates that students reading achievement correlates to the amount of independent reading they do (Anderson, Wilson, and Fielding 1988). The components of our ELA program outlined above provide students with numerous opportunities during the day to engage with texts at grade level as well as at their instructional reading level. Beyond this, we want students to learn to select their own books and become voracious readers on their own. To help support this, we will expect students to have a self-selected independent reading book with them at all times throughout their years at REAL. When finished with an assignment in class, students will know to take out their independent reading book; when they have a few moments between classes, students may read a few pages; before school, after school, at lunch, all of these times provide an opportunity for students to read.

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[34] A study by Schlick Noe and Johnson, 1999, cited p. 3 in Day, Jeni Pollak et al. Moving Forward with Literature Circles: How to Plan Manage and Evaluate Literature Circles that Deepen Understanding and Foster a Love of Reading. New York: Scholastic Professional Books. 2002.

[35] Day's work provides a research base and a useful overview of designing and implementing literacy circles.

Reading Competitions

Through reading logs and other systems, we will track the amount of reading our students do. To additionally incentivize reading, we will have competitions based on the number of books read as well as competitions modeled on the Million Word Challenge. We will post visuals throughout the school promoting reading and tracking reading progress by individual, by advisory, and by grade level. Friendly competition among homerooms and grade levels will tap into middle school energy and promote positive academic choices. We will also celebrate and recognize readers during HOUSE (our in-school Community Meeting) and in our quarterly and end of year academic celebrations.

Buddy Reading

REAL will also build in opportunities for students to engage in peer reading. Through our peer leadership structures, students will be partnered with a buddy reader. This might be an 8th grader reading with and to a 6th grader, or other cross-grade structures. These structures provide students ways to model fluent reading, engage in academic conversations, and share their favorite books.

II. Mathematics

In addition to our literacy focus, we know that students must develop strong mathematical skills and that many of our students will enter REAL lacking these essential skills. As such, we will provide all of our students with extensive instruction and support in mathematics each year. The REAL math program will embrace the increased rigor and focus offered by the Common Core State Standards in mathematics. The new standards emphasize a deeper focus, coherence of topics by grade, and rigor in conceptual understanding, fluency and application. Students in all grades will engage with the following eight mathematical practices as articulated in the CCSS:

- Make sense of problems and persevere in solving them
- Reason abstractly and quantitatively
- Construct viable arguments and critique the reasoning of others
- Model with mathematics
- Use appropriate tools strategically
- Attend to precision
- Look for and make use of structure
- Look for and express regularity in repeated reasoning

The following chart explains the course progression for Mathematics across each grade level at REAL:

6th	7th	8th
Ratios and Proportional Relationships	Ratios and Proportional Relationships	The Number System
The Number System	The Number System	Expressions & Equations

Expressions & Inequalities	Expressions & Inequalities	Functions
Geometry	Geometry	Geometry
Statistics and Probability	Statistics and Probability	Statistics and Probability

The following chart provides an overview of content standards in mathematics by grade level.[36]

	Overview of Mathematical Standards by Grade Level
6th Grade	Ratios and Proportional Relationships Understand ratio concepts and use ratio reasoning to solve them The Number System ● Apply and extend previous understandings of multiplication and division to divide fractions by fractions ● Compute fluently with multi-digit numbers and find common factors and multiples. ● Apply and extend previous understandings of numbers to the system of rational numbers. Expressions and Equations ● Apply and extend previous understandings of arithmetic to algebraic expressions. ● Reason about and solve one-variable equations and inequalities. ● Represent and analyze quantitative relationships between dependent and independent ● variables. Geometry Solve real-world and mathematical problems involving area, surface area, and volume. Statistics and Probability

[36] http://www. http://www.corestandards.org/Math/

	Develop understanding of statistical variability. Summarize and describe distributions.
7th Grade	Ratios and Proportional Relationships Analyze proportional relationships and use them to solve real-world and mathematical problems. The Number System Apply and extend previous understandings of operations with fractions to add, subtract, multiple, and divide rational numbers. Expressions and Equations ● Use properties of operations to generate equivalent expressions. ● Solve real-life and mathematical problems using numerical and algebraic expressions and equations. Geometry ● Draw, construct and describe geometrical figures and describe the relationships between them. ● Solve real-life and mathematical problems involving angle measure, area, surface area, and volume. Statistics and Probability ● Use random sampling to draw inferences about a population. ● Draw informal comparative inferences about two populations. ● Investigate chance processes and develop, use and evaluate probability models.

8th Grade	The Number System Know that there are numbers that are not rational, and approximate them by rational numbers. Expressions and Equations ● Work with radicals and integer exponents. ● Understand the connections between proportional relationships, lines, and linear equations. ● Analyze and solve linear equations and pairs of simultaneous linear equations. Functions ● Define, evaluate and compare functions. ● Use functions to model relationships between quantities.Geometry ● Understand congruence and similarity using physical models, transparencies, or geometry software. ● Understand and apply the Pythagorean Theorem. ● Solve real-world and mathematical problems involving volume of cylinders, cones and ● spheres. Statistics and Probability Investigate patterns of association in bivariate data.

In mathematics, the instructional shifts articulated in the Common Core include: focus, coherence, and rigor (fluency, conceptual understanding, and application).[37] The emphasis on focus and coherence (i.e., clear vertical connections across grades) fosters instruction that centers on priority concepts by grade level and establishes a clear progression of content across the grades. Fluency, deep understanding, and applications encompass the idea of rigor, which will be evidenced across REAL classrooms as described below.

The Common Core requires a dual intensity of both fluency and deep understanding; thus, our instruction will incorporate opportunities to develop mathematical fluency on a daily basis. In sixth, seventh, and eighth grades, these fluencies include fractions, place-value, multi-digit decimal operations, solving equations, and solving simple systems by inspection. These might include timed drills, standing questions(when the teacher poses questions to each student in rapid succession, such as “What is 1⁄4 x 1⁄4?” and “What is the hundredth place?”). Ongoing practice in these skills will be a consistent component of our mathematics instruction. This focus on fluency will develop students’ automaticity, which will support their success in more rigorous, conceptual applications in math.

Mathematics instruction will also promote students’ deep understanding by focusing on mathematical truths, rather than memorizing procedural steps. For example, teachers will continually push students to think mathematically rather than learn procedural gimmicks that do not promote conceptual understanding, i.e., they will explain that

[37] http://www.tncore.org/math/standards_and_shifts/instructional_shifts.aspx

equations must be true mathematical statements rather than teaching that equations must balance like a scale. Our mathematics classrooms will allow students to struggle with concepts, require them to articulate mathematical reasoning, and offer real-world experiences in which they apply the mathematical concepts they have learned, and develop their independence and capacity for mathematical decision making. This approach to mathematics instruction fosters the eight mathematical practices noted above that the CCSS require in each grade. Our teachers will be facilitators of student thinking in mathematics, teaching students to engage each other, see and explain mathematical patterns, and apply their learning to the world.

The structure of our staffing model allows for collaborative planning among grade level math teachers as the school grows out. There will be one math teacher per grade level and math class will be 50 minutes. Math classes will follow this mode of teaching and learning to include: introduction to new material, guided practice, collaborative practice, and differentiated independent practice. Our implementation of the gradual release model is further explained in Instructional Strategies later in this section.

We will utilize a variety of mathematics curricular resources to implement our math program. Of these, Eureka Math[38] is very compelling for our program because its modules include instructional materials directly aligned to the fluency and rigor of the CCSS, have a literacy component, and provide standards-based mid- and end-unit assessments. Specifically, the curriculum materials include a bank of fluency activities that purposefully preview or build skills for the day's primary concept; the conceptual understanding component is intentionally introduced in each module through sample problems, high quality problem sets, vignettes and student work samples; it supports student discourse in math through its Student Debrief questions and a Read-Write- Draw approach to problem solving; finally, it includes mid- and end-unit assessments that are more in-depth than teachers' weekly assessments and will provide teachers useful data on students' progress through the unit. The School Leader, a former Math Teacher will continue to research math resources to ensure that REAL utilizes effective curricular materials, but research to date indicates that Eureka Math, which is used by high performing charter networks and aligns to the CCSS and our approach to mathematics instruction, would be a good choice.

The following charts provide a thorough description, including the research and rationale for each of REAL's research-based Mathematics curricula resources for grades 6-8 that have proven to be effective with our targeted population.

6th Grade

Eureka Math (formerly known as EngageNY) is a complete PreK-12 curriculum and professional development platform. It follows the focus and coherence of the Common CCSS and carefully sequences the mathematical progression into crafted instructional modules.Comprehensive curricular modules with assessments, tasks, rubrics, and practice sets Supplement Eureka Math to support flexibility in problem- solving across math concepts.

Eureka Math is focused on problem sets, exploration, Socratic discussion, and modeling to help students internalize the true meaning of coherence and foster deep conceptual understanding at the middle and high school level. Eureka Math uses the research-based model of Universal Design for Learning (UDL) to address the needs of diverse learners. This structure asks teachers to consider multiple means of representation, action and expression, and engagement. Eureka utilizes the UDL framework to provide methods for teachers to cater to English Language Learners, Students with Disabilities, Students Performing above Grade Level, and Students Performing below Grade Level.

The team who created the Eureka Math curriculum are all lead experts in the field of math across the country.

[38] http://commoncore.org/maps/math/home

Cognitively Guided Instruction (CGI) is a professional development program that increases teachers' understanding of the knowledge that students bring to the math learning process and how they connect that knowledge with formal concepts and operations. There is not set curriculum. Teachers use the CGI framework with existing curriculum materials, or they use CGI principles to help develop their own math curriculum.

Literacy in mathematics

To support our literacy focus, we will infuse our mathematics instruction with opportunities for students to build literacy skills. Students will learn how to effectively annotate word problems using similar strategies that they use to attack a text they are reading in English, science, and social studies. In addition to this daily emphasis on literacy, we will utilize two specific strategies to build students' literacy skills in math.

Math Journal

Students in all grades at REAL will have a math journal. The journal will be used to teach students to dissect math problems and write about math. Using graphic organizers that help students lay out the problem, students will learn to determine the key words and concepts in math problems and use these to identify strategies to solve them. In addition, students will learn to use language to explain their mathematical thinking and justify their answers. Students will not only write how they solved particular problems but also explain in writing why they solved them that way.

Structured Math Talks

Structured Math Talks will be a key strategy in all of our math classrooms at REAL. In this approach, students engage with a partner (see Shoulder Partner in Instructional Strategies) to listen to and verbally share their mathematical thinking. According to a study by the National Research Council, Adding it Up: Helping Children Learn Mathematics,[39] students need to learn to think mathematically and speak mathematically in order to learn. Additionally, the study indicates that interaction, teacher-student and student-student, is essential to developing mathematical thinking. Structured math talks provide a means for students to purposefully interact with each other and engage in mathematical discourse. Asking students to listen and compare, revoice and compare,and interpret and compare each other's mathematical thinking promotes students' literacy and math skills as they build their speaking and listening skills using mathematical language.

III. Social Studies

The social studies curriculum at REAL will be aligned to the newly developed Tennessee state standards for social studies, to be implemented in 2014-2015.[40] As outlined in the table below, REAL students will follow a course sequence that includes American history in grade 8 and world history in grades 6 and 7. Specifically, students in grade 6 will study world history and geography: early civilizations through the decline of the Roman Empire; students in grade 7 will study world history and geography: the Middle Ages to the Exploration of the Americas; students in grade 8 will study United States history and geography: colonization of North America to Reconstruction and the American West. Students in grade 6 will alternate their study of social studies and science each quarter. The following chart explains the course progression for Social Studies across each grade level at REAL:

[39] National Research Council. Adding It Up: Helping Children Learn Mathematics. Washington, DC: The National Academies Press, 2001.
[40] http://www.tn.gov/education/curriculum.shtml

6th	7th	8th
World History & Geography: Early civilizations through the decline of the Roman Empire (5th century C.E.)	World History and Geography: The Middle Ages to the Exploration of the Americas	U.S. History and Geography: Colonization of North America to Reconstruction and the American West

In addition to the historical content outlined in the state standards, the social studies program will be a strong component of our literacy work at REAL. Guided by the CCSS for literacy in social studies, teachers will explicitly teach students to analyze non-fiction texts; effectively collect and use evidence for argumentative and research-based writing; and synthesize information from a variety of sources. Our writing emphasis in social studies will be on the expository and argumentative and will require students to synthesize information content focused readings (primary and secondary sources beyond the text) historical events), including charts, tables, and other media, into one cohesive idea.[41] REAL social studies classes will explicitly teach students basic research skills, utilizing both print and online resources, effective note-taking, and developing an evidenced-based argument as well as guide students in interpreting maps, tables, and graphs. Teachers will also link themes to the Leadership Seminar curriculum.

Our literacy infused approach to teaching social studies is illustrated in the following example. In a grade 6 unit on one of the early civilizations (India, Egypt, Mesopotamia); students would learn about specific groups of people by reading non-fiction texts, including biographies. Students may become an expert in one particular topic and delve deeply into their text. (These and similar texts would be part of students' classroom leveled libraries.) Students would read to learn with these texts and use their knowledge to take notes, summarize, and organize information. In addition, an assignment in this unit might be for students to write a journal entry (i.e., personal narrative) from the perspective of the person or tribe they are researching using one to two texts as a resource. As students progress through the grades at REAL, writing in social studies will incorporate multiple texts, including primary sources, and using these texts to construct an argument. For example, students in grade 8 might examine relevant Constitutional amendments and develop a thesis and support essay addressing the effectiveness of Reconstruction. This level of rigorous analysis and literacy work moves beyond traditional social studies classrooms, which are often marked by taking notes, reading textbooks, and answering questions. Examining multiple sources and developing evidence-based arguments in writing are at the heart of literacy skills in the CCSS, and supports our school-wide literacy focus. Teachers will be trained and supported in implementing this literacy-infused approach through school-wide literacy routines (i.e., workshop, 6+1 writing traits) as well as ongoing training and support from the School Leader and Curriculum/SPED Coordinator.

We will utilize multiple curricular resources to support our social studies program. One resource will be History Alive, an effective and well-known social studies curriculum. History Alive promotes an engaging approach to social studies instruction, with interactive and hands-on activities that are appropriate to middle school students. This curriculum resource incorporates many elements that will benefit and engage our students, as it moves beyond textbooks to incorporate simulations, role plays, taking on the perspective of historical figures, debate, and more. It also has an interactive notebook component that helps build students' study and organization skills as well as

[41] http://tncore.org/sites/www/Uploads/Literacy%206-12%20Curricular%20Guidance.pdf

includes graphic organizers and other pre-writing activities. Further, according to some recent studies, use of History Alive is correlated with increased student achievement.[42] In addition, we are researching other potential curricular resources. For example, the Core Knowledge curriculum for social studies articulates a clear progression of content and skills for social studies learning. These resources will promote achievement of all of our middle school students, including students with disabilities and English language learners, by fostering active engagement through hands on activities and opportunities to make personal meaning of the content.The following chart provides a thorough description, including the research and rationale for REAL's research-based history curriculum, History Alive, for grades 6-8 that have proven to be effective with our targeted population.

Curriculum Source	6th	7th	8th
History Alive TCI Description: TCI is a K-12 publishing company created by teachers, for teachers. It marries great content, meaningful technology, and interactive classroom experiences together. The end result—students of all abilities and learning styles succeed.	History Alive! The Ancient World	History Alive! The Medieval Word and Beyond	History Alive! The United States Through Industrialism

IV. Science

Science offers students the opportunity to apply literacy and mathematical skills, conduct experiments in chemistry, and explain why experiments work in physics. The curriculum for science is informed directly by the State of Tennessee Curriculum Standards and Next Generation Science Standards. Thus, students will complete four years of science instruction that encompasses Life Science, Earth and Space Science, and Physical Science. The revised science standards include Grade Level Expectations and support a more content focused approach by grade level beginning in grade 6: Earth and Space Science in grade 6; Life Science in grade 7; and Physical Science in grade 8. The standards also promote the incorporation of technology, engineering, and mathematics, and we will work to ensure appropriate cross-curricular connections between our science and math curricula.[43] The following chart explains the course progression for Science across each grade level at REAL:

6th	7th	8th
Matter and Its Interactions	From Molecules to Organisms	Biological Evolution: Unity and Diversity

[42] http://www.teachtci.com/social-studies-textbook-results.html
[43] http://www.tn.gov/education/ci/sci/doc/Users_guide.pdf

Motion and Stability: Forces and Interactions	Heredity: Inheritance and Variation of Traits	Earth Systems
Energy	Ecosystems, Interactions, Energy, and Dynamics	Earth and Human Activity
Earth's Place in the Universe	Waves and Their Applications in Technology for Information Transfer	

Science instruction at REAL will emphasize scientific inquiry and student investigation of scientific concepts. Students will actively engage with the processes of science, such as observing, classifying, describing, experimenting, measuring, inferring, and predicting. In upper grades, students will use an inquiry approach, and more formally implement the scientific method, including developing hypotheses, conducting experiments, and drawing conclusions.

In addition to the scientific content outlined in the state standards, the science program will support our literacy work at REAL. Guided by the CCSS for literacy in science, teachers will explicitly teach students to read non-fiction texts for information and synthesize information from a variety of sources, including scientific data. This includes teaching students the features of non-fiction texts, such as graphs, heading, diagrams, etc., that are typically part of scientific articles and texts. Our writing emphasis in science will include expository, argumentative, and formal scientific writing, such as lab reports. Further, we will utilize interactive notebooks in science in which students will take notes but also work to interpret, analyze, and diagram the information they are learning. The notebook will provide a space for students to actively engage with the content to promote scientific understanding. As in social studies, our literacy work in science builds on our school-wide approach to writing, reinforcing the characteristics of high quality writing through the use of the 6+1 writing traits. Science teachers will also use their knowledge of student's individual reading levels to provide differentiated texts during research and exploration of scientific articles. Students will also develop their speaking and listening skills by engaging in debates on scientific questions such as "What is life?" and "Will the sun burn forever?" The School Leader and Curriculum/SPED Coordinator will provide ongoing support to science teachers in effectively incorporating literacy into their instruction.

Students in grades 7 and 8 will produce an experiment for REAL's science exhibition. The exhibition will be a culminating application of the scientific and literacy skills students have developed through the science curriculum. A successful science exhibition project requires students to demonstrate an understanding and apply the scientific method; engage in background research; conduct an original experiment and analyze the results; write about their experiment; and orally present their findings. We will invite parents and community members to the fair as audience members and judges to celebrate our learning and to hold REAL accountable for producing results. We will use proven curricular resources to support our science program.

V. Learn By Doing REAL Intervention Lab (LBD RIB)

Learn By Doing Intervention Lab (LBD RIB) is a 45 minute period three days a week that is dedicated to providing personalized learning through intervention and enrichment during the school day. While LBD RIB does not have a

specific curriculum, per se, it is presented as part of our academic plan because it is a key structure that we will implement to meet our students' academic needs. It also is an example of REAL's effective use of additional time.

What students work on during LBD RIB will be determined by regular review of assessment data, most typically our interim assessments administered every six weeks, but more frequently if students are in Tier II or Tier III interventions during this time. (The data cycle and placement in tiers is explained fully in Special Populations and Assessment.) Based on the data and identified need, students who have not demonstrated mastery on specific standards and skills may receive content-specific tutoring in ELA and/or math (Tier II or III) while students who are performing on or above grade level may participate in an enrichment opportunity. Students will generally remain in these groupings until the next common assessment, at which time progress toward the identified standards will be measured and students will be regrouped, though movement may be more frequent if progress monitoring indicates a need. LBD RIB will be taught by classroom teachers, and as the school grows, Teaching Fellows, special education instructional specialists, elective teachers, and some School Leaders will teach LBD RIB to support smaller group instruction.

Instruction during LBD RIB will be as individualized as possible and utilize the numerous curricular resources teachers will have available, including online remedial and extension programs. The School Leader is exploring online options, and is currently considering Compass Learning for the following reasons: it aligns to the Common Core; provides ELA, math, and science learning activities; provides remedial, on grade level, and above grade level work; and has built in tools for ongoing assessment and progress monitoring.

For illustrative purposes, following are possible groupings and learning activities during LBD RIB. These scenarios present both Tier II and Tier III interventions, with the difference being in intensity (i.e., group size) and frequency (i.e., 4 times per week versus 2 in one subject), as well as Tier I enrichments.

In one math tutoring classroom, a teacher has students grouped according to specific skills. One group is reviewing and practicing operations with fractions; another is working at the computers using a math intervention program, such as Compass Learning Odyssey; still another group is dissecting word problems by annotating the text.

In an ELA tutoring classroom, the teacher is teaching a mini-lesson on summarizing the main idea of a text, a skill that these students are struggling with. Then, each student works with a text at his/her instructional level to practice summarizing. Some Peer Tutors (a specific enrichment opportunity for students who have demonstrated mastery) work with some students during independent practice.

In another ELA tutoring classroom, students are using an online support program, such as Compass Learning Reading to practice comprehension. The students rotate from the computers to working with the teacher for small group instruction on fluency and comprehension.

In another math tutoring classroom, a teacher has a smaller group of students that s/he meets with four times a week. This group of students is working below grade level in math and is using specific curriculum materials, including Core Knowledge and Odyssey to master basic skills. The teacher monitors their progress bi-weekly using tools provided in Compass Learning and teacher made assessments.

In an enrichment classroom, students are working in groups on projects they have selected from options provided by the teacher. One group is conducting in-depth research on the 19th Century South to explore the historical background of Roll of Thunder, Hear My Cry. Another group is designing and creating a comic book. Still another is designing a science experiment on weather and evaporation.

In another enrichment classroom, small groups of students are working online. One group is working with Compass Learning Renzulli and another is using Khan Academy to tackle two step equations.

The following chart provides a thorough description, including the research and rationale for REAL's research-based curriculums to support the Guided Reading, Literature Circle, and Learn by Doing Intervention Block.

	Curriculum	Descriptor	Rationale
English Language Arts	Scholastic Guided Reading Library Literature Circle	Literature Circle is a collaborative and student-centered reading strategy. Students begin by selecting a book together then are introduced to the four jobs in the Literature Circles: Discussion Director, Literary Luminary, Vocabulary Enricher, and Checker. The teacher and student volunteers model the task for each of the four roles, and then students practice the strategies. This process demonstrates the different roles and allows students to practice the techniques before they are responsible for completing the tasks on their own. After the introduction, students are ready to use the strategy independently, rotating the roles through four-person groups as they read the books they have chosen. The lesson will then be followed by a more extensive literature circle project.	Small group reading instruction in a student's zone of proximal development. Differentiates instruction, explicitly teaches all aspects of reading instruction, deepen comprehension, and develop discussion skills as students talk about texts. Increases the amount of independent reading in school. Scholastic library provides variety of text types that we want our students to access. Literature circles are a strong classroom strategy because of the way they couple collaborative learning with student-centered inquiry. As they conclude their description of the use of literature circles, in a bilingual classroom, Peralta-Nash and Dutch explain the ways that the strategy helps students become strong readers: "Students learned to take responsibility for their own learning, and this was reflected in how effectively they made choices and took ownership of literature circle groups. They took charge of their own discussions, held each other accountable for how much or how little reading to do, and for the preparation for each session. The positive peer pressure that the members of each group placed on

			each other contributed to each student's accountability to the rest of the group."(36) When students engage with texts and one another in these ways, they take control of their literacy in positive and rewarding ways.

	Fountas & Pinnell Leveled Literacy Intervention	Remediation support for students who are below grade level expectations in reading. Systematic instruction in phonemic awareness, phonics, and comprehension, as well as opportunities for fluency and writing practice.	LLI provides an additional opportunity for students who are currently below-level to receive instruction at their instructional Level. Provides ongoing assessments to monitor progress

			Specific supports embedded in the curriculum for English language learners and students in Special Education.

	Compass Learning	Compass Learning equips teachers with the digital tools to address three major instructional needs: blending learning, intervention, and project-based learning. Compass Learning combines rigorous, research-based instruction with fun- digital content and real-time, actionable data to produce greater student progress faster.	We are using NWEA MAP, and Compass Learning supplements the MAP data with automatically generated individualized learning plans based on assessment results. The Compass Learning/NWEA partnership enables MAP assessments to communicate student performance information directly to the Compass Learning management system. The system, in turn, automatically develops targeted, individualized learning paths to help each student master critical content. Compass Learning is provided in ELA, Math & Science and REAL will utilize it for every subject area.

VI. Fitness Block: Daily Physical Education and Health

Middle school students need physical activity.[44] To accommodate and harness our adolescent students' energy, we will provide all students with a fitness block three times a week. The purpose of REAL's physical education program, called fitness, is to provide time every day where students learn about and practice being healthy and active. We will explicitly teach students the important concepts articulated in the Tennessee health standards, such as learning to set goals around health, personal hygiene, the role of body systems in healthy living, and the importance of exercise as well as the physical education standards, such as gross and fine motor skills, sustained physical activity, and appropriate social behavior in physical settings.[45] In physical education (fitness), REAL will utilize the SPARK curriculum. This curriculum gives the teacher daily lesson plans to enhance physical education for students. In addition, we will incorporate literacy into our fitness curriculum where students will keep a fitness journal to track their goals and accomplishments. This will include developing and maintaining a personal tracking system that captures progress toward fitness goals. It will also include reading to learn about health and fitness,

[44] Wood, Chip. Yardsticks: Children in the Classroom Ages 4-14. Turners Falls, Massachusetts: Northeast Foundation for Children, Inc. 22007.

[45] http://www.tennessee.gov/education/ci/health_pe/index.shtml

using accessible readings from resources like kidshealth.org. For example, a unit on yoga would begin with reading and discussing a brief article on yoga, including its history and the different types. Then, for the next set of fitness classes, students would practice yoga, learning poses from different types. A similar approach will be used for other physical activities. We also hope to incorporate a component on healthy eating to support students' lifelong healthy habits. All students, regardless of academic performance, will participate in fitness block each day to promote healthy living, positive choices, and to get their adolescent bodies moving.

The following chart provides a description, including the research and rationale for REAL's Fitness Block curriculum:

Fitness Curriculum	Description	Rationale & Research
SPARK	SPARK is a research-based, public health organization dedicated to creating, implementing, and evaluating programs that promote lifelong wellness. SPARK strives to improve the health of children, adolescents, and adults by disseminating evidence-based Physical Education, After-School, Early Childhood, and Coordinated School Health programs to teachers and recreation leaders serving Pre-K through 12 grade students. Each SPARK program fosters environmental and behavioral change by providing a coordinated package of high active curriculum, on-site teacher training, extensive follow- up support, and content- matched equipment.	SPARK has been proven to work AND last. SPARK is the only National Institutes of Health researched program that positively affects ALL of these student outcomes: Activity levels, fitness, sports skills, enjoyment, and academic achievement. SPARK is the only program that can show scope and sequence for Pre-K through 12th grade and alignment with the national PE standards and the CCSS.

VII. Electives

To foster student engagement and ownership over their school and learning, we will provide opportunities for students to pursue electives. Elective classes will run for a quarter, and there will be some required and some student choice components. Electives options will be guided by student interest and we anticipate that they will include activities such as chess club, dance, and those that support our literacy focus, such as a student newspaper and/or public speaking. Once the school serves students in grade 7, the school will offer Student Council as an additional elective activity. The Student Council will play a role in the Saturday quarterly summits by organizing peer leadership opportunities, planning/implementation, in addition to other responsibilities.

During the electives block, students will engage in many experiences to ensure they are exposed to difference opportunities beyond the classroom. Some of the topics will be Financial Literacy (using Junior Achievement's Biztown curriculum), Girls & Pearls (in partnership with UCAN of Memphis) and Dance & Theatre (working in collaboration with the Young Actors Guild). The fitness/electives block teacher will work in collaboration with the partner organizations to ensure that the curriculum is aligned to standards and that REAL has the resources to implement the curriculum. At the beginning of each quarter, teachers will have an opportunity to choose an elective block they want to lead (see the sample schedule below). During this time, they will receive the curriculum and necessary development to implement the curriculum. Teachers will not be responsible for planning lessons, but will be encouraged to provide insight into elective areas where they have experience. For example, if a teacher dances outside of work and is interested in leading dance, he/she will have the opportunity to engage in the dance curriculum development and implementation. Our partner organizations are willing to provide professional development to our teachers to ensure their curriculum is executed with fidelity. The proposed School Leader has observed a similar model for the electives block during her fellowship experience at High Tech High. Teachers were excited about the opportunity to teach something they enjoyed in their personal time (i.e. fitness, dance, debate, chess, music, etc.). Using the annual survey, the proposed School Leader found that the electives block contributed to teacher satisfaction because they were able to engage with their students outside of the academic setting and enjoy a favorite past-time activity at the same time.

Electives happen at least two times a week during the last period of each school day.

VIII. REAL Capstone

All REAL students in grade 8 will complete a culminating project called the REAL Capstone. The Capstone will incorporate the academic and leadership skills that they have developed during their years at REAL. More specifically, students will use their literacy skills, including reading, writing, speaking, and listening; their research skills; their mathematical skills; and their scientific skills as they actively engage in a key component of REAL's vision of leadership: service to the community. Building on their service learning experiences in grades 6-7 (see School Culture), students in grade 8 will delve more deeply into service learning. This piece of our program will be guided by national standards in service learning which promote projects that are based on meaningful service; spring from the curriculum; incorporate student reflection and student voice; include partnerships; and seek to solve real problems in the community.

As such, the Capstone will require students to identify, engage with, and reflect on an issue in the Memphis/Shelby County community related to a topic of study. More specifically, through the APB Seminar, students will work with peers and their advisor to identify a problem in the community, such as infant mortality in the Shelby County or an environmental issue that springs from science, and then learn more about the problem through academic research as well as some hands on work with a community partner during a Saturday session. Each student will write a research-based informational paper on the issue as well as a reflection paper on their learning and engagement with the issue. Finally, student teams will orally present their work to peers and families. This in-depth rigorous work builds students' leadership skills and prepares them for high school and more independent, real-world work.

Instructional Methods

To meet the needs of diverse learners, teachers will use a variety of instructional strategies to maximize every minute of instruction. We will draw heavily from strategies outlined in Lemov's *Teach Like a Champion 2.0*,[46] Bambrick-Santoyo's *Great Habits, Great Readers*[47] and *Driven by Data*,[48] and Farr's *Teaching as Leadership*.[49]

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[46] Lemov, Doug. *Teach Like a Champion 2.0*. 2nd ed. Vol. 1. San Francisco: Jossey-Bass, CA. Print.

[47] Bambrick-Santoyo, Paul. *Great Habits, Great Readers*. San Francisco, CA: Jossey-Bass, 2013. Print.

Based on best practices from high-performing school significantly shrinking the achievement gap across the country, and to ensure differentiated instruction for all learners, the following are key components of our instructional plan: extended instructional calendar, Small Group Instruction, Data Driven Decisions, Kinesthetic Learning, Experiential Learning, Socratic Seminar, Flexible Ability Grouping, Guided Relaxation/Meditation, Goal Setting, Habits of Discussion, Inquiry-Based Learning, and Data-Driven Instruction.

Core Components of Rich ED Academy of Leaders Instructional Plan

Best Practice	Description
Extended Instructional Calendar	We provide 185 days of instruction, from 8:00 am to 3:15pm Monday -Friday. Extended Instructional calendar has high impact on academic outcomes for low-income students.
Small Group Instruction	We have time daily for targeted group re-teaching and individual remediation of skills and concepts. We use assessment data to inform formal/informal tutoring.
Data-Driven Decision Making	To ensure rigorous, responsive instruction within students' zone of proximal development, teachers and staff leverage data from on a quarterly, weekly, and daily basis to adapt instruction in response to students' needs.
Kinesthetic Learning	Physical activity maintains student engagement and is fun. Students learn new concepts with hand signals and support one another with snapping and other friendly, ritualized gestures to build teamwork, engagement, and peer support.
Experiential Learning	Experiential education is also about moving beyond school walls. The proposed location of Downtown Memphis allows for us to utilize the natural resources in our city to provide additional authentic and real-world learning experiences. We meet new people and groups that exist beyond the REAL community.
Socratic Seminar	Students learn how to use effective habits of discussion, explain their ideas, and support them with evidence.
Flexible Ability Reading Groups[50]	This allows for more individualized instruction and ensures students are reading and learning at proximal levels. Groupings are used in literacy instruction small reading groups are flexible and responsive, changing with testing cycles and student needs.

[48] Bambrick-Santoyo, Paul. *Driven by Data: A Practical Guide to Improve Instruction*. San Francisco, CA: Jossey-Bass, 2010. Print.

[49] Farr, Steven. *Teaching as Leadership*. San Francisco: Jossey-Bass, 2010. Print.

[50] Ibid

Guided Relaxation/ Meditation	Strategically incorporated between longer academic blocks and following high- intensity moments of the day (i.e., following enrichment), we participate in guided meditation to teach students key relaxation techniques, including deep breathing and visualization and giving them the tools to calm down in moments of stress.
Goal Setting	We support students, classes, and grades in setting, monitoring, and meeting academic and non- academic goals by setting and reflecting on goals daily.
Habits of Discussion	We will explicitly teach students how to maintain effective, scholarly discussions with one another, beginning in 6th grade during the literacy block. Habits of Discussion will be used and reinforced in all classes and across all grade levels, as teachers will provide students with sentence stems to support them to develop strong discussion skills. As our students move through the higher grades, the sentence stems will expand to reflect their more developed language skills, allowing all classes to have consistent expectations for how students effectively participate in academic discussions. Habits of Discussion require students to explain their thinking, agree and disagree with one another, and build on the ideas of their peers and allowing them to participate freely, respectfully and intellectually in Socratic Seminars.
Inquiry-Based Instruction	We will use the 5 E Model for Science Inquiry-Based Instruction in science. Students will also continue text analysis in science and social studies. In social studies, students will complete Document-Based Questions (DBQs) in alignment with state and national standards and in math we will build students' conceptual understanding of math and problem-solving skills through Cognitively Guided Instruction (6th grade).
Data-Driven Instruction	We will have 2 Data Days throughout the year, held after each assessment cycle, during which teachers and leaders deeply analyze performance data by standard, cohort, and student. As a school, we will use this time to Look at Student Work and Academic Feedback.[51] Looking at Student Work is a process where teachers and leaders analyze student work samples through unpacking the standard addressed, reviewing what the student should know to be proficient in response, and analyzing what the student is showing in their work. The teacher and leader create exemplars, determine trends from multiple student responses, identify an area of focus for remediation of misconceptions, and devised an action plan for

[51] Academic Feedback is delivered to students based on the specific standard focus for the lesson. Feedback to students using the language of the standard and scaffolding questions to support students' thinking.

	next steps for instruction. At the classroom level, data is also always visible and utilized to inform our decisions. At grades 6-8, NWEA data will be posted to show the percentage of students at or above specific RIT levels, the attendance rate for the cohort, and the homework completion rate for the cohort. Inside of every core classroom, teachers will have Student Portfolios which have sections that contain student historical and recent report cards, progress reports, student work samples, interim and unit assessment results, and Learning Continuum from NWEA. The Student Portfolio will also house a personalized learning plan for each student that teachers revisit and update at minimum during the 2 Data Days including in our school calendar to ensure we have thoughtfully designed instruction to meet every student's needs. Teacher leaders on each grade level will facilitate professional learning communities (PLCs) as part of our weekly professional development held each Monday from 3:30 to 5:00pm, grounded in data.[52] One final way we will use data to inform our decisions is through facilitation of Aggressive Monitoring during student independent work times. Teachers will make notations about student responses and provide students with direct academic feedback in alignment with pre-created exemplars for quality student work that demonstrates mastery on skill and/or content.

Rich ED Academy of Leaders Core Taxonomies

High Behavior Expectations. To deliver rigorous academics, we must have high behavioral expectations and teachers must be able hold students accountable for these expectations. We will do this by using core behavioral taxonomies from Lemov's *Teach Like a Champion*. These strategies are grounded in extensive research and used by multiple high-performing charter schools. The four primary taxonomies we will use to uphold high behavioral expectations are: Sweat the Details, What to Do, Do It Again, and 100 %.

High Academic Expectations. High academic expectations are essential for our rigorous academic program for all students. The two core academic taxonomies that we have chosen to focus on from *Teach Like a Champion* are: No-Opt Out and Culture of Error.

Six Core Instructional Techniques[53]

Skill	Type	Description	Example
Sweat the Details	Behavioral	Approach that encourages teachers to enforce compliance with every expectation, including aspects that may seem	Teacher asks students to raise hands to answer question, expecting all raised hands to be straight. If a student's arm is not straight, teacher corrects it using a verbal reminder or, if repeated behavior,

[52] DuFour, Richard. *Learning by Doing*. Bloomington, IN: Solution Tree, 2006. Print.
[53] Lemov, Doug, 1967-. *Teach Like a Champion 2.0.* San Francisco, CA: Jossey-Bass, 2015. Print.

		minor.	provides more formal consequence.
What To Do	Behavioral	Teacher narrates the behavior he/she wants to see, instead of instructing scholar what not to do.	Teacher provides specific, concrete, sequential and observable directions. Teacher uses consistent language each time he/she expects the same behavior. Teacher integrates a nonverbal gesture when giving the direction.
Do It Again	Behavioral	Technique in which a teacher instructs students to complete a procedure or process that has been practiced and has students repeat the process if it is not done well or by all students.	During whole class transition from whole group stations to tables, a silent procedure, three students make noise. Teacher stops class and asks them to return to the whole group stations, so they can do transition again. Excitedly, he says, “Let‘s see if we can be at our seats in 15 seconds!”
100 Percent	Behavioral & Academic	Behavior. Method in which teachers expect full participation to complete task or activity associated with learning and will not continue instruction until all students have complied.	Teacher asks students to sit in STAR so she can give directions and she waits to speak for two students whose eyes are not on her. “When there is 100%, we are ready,” she says in a calm, yet assertive tone.
		Academic. When responding to an answer in class the teacher holds out for an answer that is 100% right.	Teacher makes following statement after scanning room during Read Aloud, "I need your eyes on me,so you can learn.” Teacher scans room again for students in compliance.

No Opt Out	Academic	Process in which student who answers incorrectly is not able to give up on learning process. We have high expectations for student performance and teacher should not accept “I don’t know for an answer.” Teacher prompts student to attempt to answer. If student genuinely does not know answer, teacher calls on another student to assist, and then student is asked same question or is given similar one to answer correctly.	Teacher calls on Madison during Social Studies for her to name the ancient civilizations during individual turns. Madison does not know answer. After prompting, teacher calls on another student to give two of the civilizations to help with Madison’s remembering of the others.” rule. Teacher then calls on Madison to finish naming remaining ancient civilizations. Madison gets correct answer. Teacher congratulates Madison on correct answer.

Culture of Error[54]	Academic/ Advanced	Technique used to create a classroom culture through words and actions of both the teacher and the students. Four key components of the strategy are: 1) Expect Error, 2) Withhold the Answer, 3) Manage the Tell, and 4) Praise Risk- Taking.	Example phrases from teacher to foster Culture of Error: (1) Expect Error. "I'm really glad that you made the mistake. It's to help me to help you." After scanning room to check which answers students picked, teacher says excitedly, "We have a lot of disagreement on this one!" (2) Withhold the Answer"I see several students picked answer choice X and that several others picked answer choice Y. How can I defend my answer whether I picked X or Y? I heard some snaps and I hear some stomps. College discussion. Be ready to defend your answer." (3) Manage the Tell. Teacher delays revealing whether answer is right or wrong until after class discussed it, and perhaps an alternative. The teacher retains suspense, keeps students productively engaged and avoids distractions of "Did I get it Right."

The following is a sample of how other taxonomies will be taught during professional development and cycled throughout the school year to ensure our successful implementation.

Instructional Techniques

Cycle	Taxonomy
Cycle 1	100% (The 100% cycle)
	Strong Voice
	Positive Narration
	What to Do
	Do It Again
Cycle 2	Precise Praise
	Warm/Strict

[54] In a rigorously academic environment, we foster a Culture of Error described by Doug Lemov as "shaping how students respond to one another's struggles." This underpins our high expectations environment for academics and we will proactively teach students the expectations for behavior when someone struggles, with rationale.

	Joy Factor
	Cold Call
	Positive Framing
	What to Do
Cycle 3	No Opt Out
	Control the Game
	Right is Right
Cycle 4	Turn and Talk Call and Response Targeted Questioning Habits of Discussion Socratic Seminar

(c) Describe the most important characteristics of the academic plan, including any specific educational philosophy, instructional methods, or other important features of the proposed school.

Learning at REAL flows from beginnings grounded in the rich liberal arts tradition. The curriculum is research-based and informed by knowledge of how children learn. The curriculum represents not just a collection of information, but the ways of understanding which humans have achieved through the ages. The curriculum provokes the development of the mind in a fuller sense than mere instruction allows. To experience the REAL curriculum is to be educated rather than simply instructed. The offering of courses in the sciences, history, literature, and the arts ensures the engaged, joyful pursuit of learning at a very early age.

At REAL, we are committed to providing a well-rounded and engaging educational experience with high expectations and high support at the center of our experience. Our program addresses the diverse developmental needs of students in the 6th, 7th and 8th grades as it bridges the transition from childhood into adolescence. The program provides the skills necessary for continuing academic success and enables students to enter high school as confident, articulate, self-motivated learners.

The Middle School is a warm and vibrant community, and our teachers are inspired, effective professionals who love working with and learning from early adolescents. We emphasize an interdisciplinary, liberal arts curriculum grounded in the skills necessary for academic achievement, intellectual growth, and social, emotional, and physical wellness.

Students learn how to research, ask original questions, weigh evidence, analyze cause and effect, synthesize information, apply knowledge to new situations, read critically, and formulate and substantiate a thesis. By working collaboratively and considering diverse perspectives, our students think deeply about the world around them and are compelled to contribute constructively.

At REAL, our focus on personal responsibility and accountability underscores every interaction we have. Whether helping a girl reflect on the impact of her actions with a friend, co-creating a plan to better organize her backpack, or connecting her with a teacher to ensure she gets the help she needs, we coach girls to become their own advocates, identifying their own needs and the steps they can take to fulfill them. We value process *and* outcome, and embrace mistakes and subsequent learning as much as a correct answer. Above all, Middle School students learn that with practice and effort, they can achieve success.

With that, our goal is to implement a rigorous and relevant Liberal Arts Curriculum, with integrated learning experiences in: advocacy and empowerment, social inquiry and leadership development, we design a learning experience that displays relevance, equity, actualization and learning by doing.

These elements of our school design are critical to our school achieving its educational outcomes; for more detail. Rich ED Academy of Leaders academic plan is based on the following beliefs: (1) All students deserve a high-quality education regardless of their demographic background. (2) Rigorous academics prepare our students for success in high school, college, and life. (3) Character and Leadership development supports our students in a rigorous academic environment. With these beliefs, we have structured our academic model.

Rigorous Academics. Given the high expectations we hold for all of our students, we use TAS, directly aligned to the CCSS, as the foundation for our curriculum. To ensure our students can compete academically with their peers nationally, we have designed our curricula with the academic content and rigor needed to support our students to perform on national assessments such as MAP NWEA, at the 60th percentile or above. According to *MAP Growth College Readiness Benchmarks: An Addendum with Preliminary Results Keyed on SAT,* "College readiness benchmarks for fall and spring terms of 5th through 9th graders on MAP Growth mathematics and reading, which are statistically anchored on SAT's college readiness cut-scores of 530 and 480 respectively, were obtained from examining more than 210,000 test events from 29,440 4th to 12th graders from 150 schools in 5 districts across the US. The study finds that middle and high school students in grades 5 through 9 are likely to be on-track in the preparation for college if they performed between the 60th to 70th percentiles, or above, in mathematics or between the 40th to 50th percentiles, or above, in reading."[55] REAL will use this data to "[g]uage a student's level of preparedness during 6-8 grade to "[h]ave some time to course-correct appropriately."[56] Using the backwards-planning approach,[57] beginning with clarity of grade level expectations, we know exactly what students must be able to do by the end of the year in each subject. With this information, we utilize standards-aligned assessments to determine the level of mastery we want our students to gain by the end of each year. We plan our curricular sequence, inclusive of scope and sequences, units, daily lessons, weekly assessments, and interventions to move our students through our rigorous curriculum. To ensure students are mastering standards-aligned benchmarks, our rigorous curriculum expand beyond lesson activities.

Focus on Literacy. Students will enter needing support in vocabulary and literacy; we will work relentlessly to close the gap between more affluent students and our students. Aligned with the goals of the TAS and using Understanding by Design framework backwards mapped to state and national assessments, our literacy curriculum will set students up to be strong readers able to gather information from the world around them and make use of it. In every grade level, 6-8 students will be taught how to understand words through an intentional focus on word study that builds to the study of etymology by grade 8.

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55 Thum, Yeow Meng. MAP Growth College Readiness Benchmarks: An Addendum with Preliminary Results Keyed on SAT. Portland, 21 June 2017. Report.

56 Ibid.

57 Backwards planning is the practice of looking at student outcomes to design curriculum units, performance assessments, and classroom instructional methods. This approach is informed by the UBD framework designed by Grant Wiggins and Jay McTighe.

High-Quality Instruction. Teachers promote a culture of achievement in their classrooms and employ high-yield instructional strategies, such as asking high-level questions, scaffolding literacy cues, reinforcing effort, and providing recognition; all strategies are research-based and practice-proven to have the greatest positive effect on achievement for all students, in all subject areas, at all grade levels. Instructional strategies and techniques are planned into lessons, and teachers are observed weekly and provided immediate written and verbal feedback by the REAL Leadership Team to continuously increase their instructional effectiveness and maximize student achievement results.

Intellectual Preparation Protocol. To have transformational results, we will ensure all teachers engage in intellectual preparation before they deliver their daily lessons.[58] We believe that "[t]eachers are coaches of understanding, not mere purveyors of content knowledge, skill, or activity. They focus on ensuring that learning happens, not just teaching (and if what was taught was learned); they always aim and check for successful meaning making and transfer by the learner."[59] Teachers will be coached and supported to engage in a unit internalization and lesson internalization protocol to ensure they are fully prepared to deliver excellent instruction that anticipates misconceptions. To be prepared to deliver excellent instruction, teachers will engage in professional development that includes our intellectual preparation protocol to fully understand the lesson objectives, possible misconceptions, and exemplar responses that demonstrate mastery. Teachers will submit weekly lesson internalization templates and related student work and materials to their respective coach (Head of School Y 1-3), Curriculum/SPED Coordinator (Y 4-5) and Dean of Academics (beginning Y 6) for feedback.

Our feedback cycle will be internally created and informed by the three stages from *Understanding by Design:* Desired Results, Assessment Evidence, and the Learning Plan. Stage 1 outlines established goals, scholar understandings, essential questions, and a clear description of what students will know and be able to do by the conclusion of the lesson. Stage 2 requires teachers to examine what authentic performance tasks students will have the opportunity to present their learning on and what evidence will be captured in the upcoming unit and lesson to demonstrate students' mastery of the standards. Teachers review and analyze the exemplar responses for student responses and student work required throughout the lesson, which will then position them to be able to compare student work, oral and written, against such pre-established exemplars and thus also be positioned to provide precise and targeted feedback to grow students' mastery of the content and the expression of their understanding.After successfully completing the Desired Results and Assessment Evidence stages, teachers transition to the Learning Plan. In Stage 3, teachers will gather the learning materials for students based on the scripted lessons provided to them.

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[58] Intellectual prep is a term used for the work teachers must engage in metacognitively to prepare to teach students.

[59] Mctighe, Jay and Grant Wiggins. *Understanding by Design Framework*. Alexandria, 2012. Document. 24 March 2018. <https://www.ascd.org/ASCD/pdf/siteASCD/publications/UbD_WhitePaper0312.pdf>.

Lesson Internalization Feedback Cycle

Timeline	Deliverable
Tuesday by 8pm (1.5 weeks from date of execution)	Teachers submit weekly lesson internalization of daily lessons for following week to Head of School (Y1-3), Curriculum/SPED Coordinator (Y 4-5), and/or Dean of Academics (beginning Y6).
Friday by 8pm	HOS, Curriculum/SPED Coordinator, or Dean of Academics provides targeted feedback for revisions to teacher.
Tuesday by 8am	Teacher reviews and applies feedback and resubmits to his/her coach.
Tuesday, Wednesday, or Friday	Teacher meets with coach for targeted practice of key levers identified in feedback or high frequency of anticipated misconception on data from previous assessments. This develops automaticity/supports internalization of lessons.

Teachers will use a lesson internalization template to internalize scripted lessons for an upcoming unit. During weekly professional development sessions, teachers will work with their grade level peer to make adjustments or add supplements for additional intervention based on student data from the NWEA MAP.

We will provide scripted lesson plans to increase the amount of time teachers spend in intellectual preparation and practice, scaffolding learning for students, and preparing exemplars to give targeted feedback and gather data. Our process for intellectual preparation directly aligns with the rigor shifts of the Common Core Standards and the TAS.

Positive Character and Leadership Development. Students learn how to behave well and work hard because our school is structured, disciplined, consistent, and joyful. At the start of each school year, teachers outline explicit procedures and expectations for how students should engage in every component of their school day, ensuring students know precisely what to expect and what is expected of them. We invest students in being a good community member of Rich ED Academy of Leaders and we explicitly teach students how to represent our REAL core values of Courage, Joy, Integrity, Contribution and Support. Students are taught that their effort directly correlates to their achievement, and they are recognized and celebrated for their hard work and academic success. Celebrations, including Morning Motivation each day, Community Circle (HOUSE) weekly, Electives, and Advisory Time, and Achievement Assemblies every quarter to provide the forum for students to receive public praise and recognition for working hard, mastering academic skills and content, and representing the REAL core values in their daily actions. A description of our values appears in our mission and vision section (Section 1.1).

The Real World Experience provides many opportunities for students in grades 6-8 to expand their leadership potential outside of the classroom. As a member of our student leadership councils and Founder's Cabinet--students develop public speaking and responsible decision-making skills while working with adults to promote and enhance

our school's core values. Students in leadership roles act as liaisons between their peers, teachers and administrators. Additionally, every year students will elect a representative to sit on the Board of Directors for the Destiny House. Student Leadership councils receive support from our REAL Deans.

(d) Describe current research supporting the academic plan and how the plan will drive academic improvement for all students and help close achievement gaps.

The instructional practices and teaching methods adopted by Rich ED Academy of Leaders come from proven models across the country that have consistently demonstrated successful results in high-poverty communities. Douglas Reeves' "High Performance in High-Poverty Schools: 90/90/90,"[60] outlines the necessity of the following to achieve high results for high-risk students: Replication of the best practices of other high-performing schools achieving high student achievement results; Focus on literacy; Frequent and meaningful assessments; and High-quality instruction. Reeves' study on 90/90/90 schools, studied schools where 90 or more of students are in the following categories: (1) qualify for free or reduced lunch; (2) classify as minority in regard to ethnicities; (3) perform at high levels. Reeves found distinct characteristics true for schools that were classified as 90/90/90. The academic plans of Rich ED Academy of Leaders are aligned to the model of other high poverty, high performing charter schools; a strong focus on literacy; an intentional decision-making driven by frequent and meaningful assessments; and the facilitation of our academic model through high-quality instruction. Reeves further explains techniques used by such schools as: (1) Techniques are persistent. Despite their economic backgrounds, more than 90% of students in these schools continue to meet or exceed state standards. (2) Techniques are replicable. The number of 90/90/90 schools have increased in the United States based on replication of best practices. (3) Techniques are consistent with their emphasis and core design.

Informed by this research and under the national support and training of High Tech High Charter Network, observations and study with Big Picture Learning, we intend to implement the best practices, instructional pedagogy, and curriculum found in many other schools that have consistently achieved successful results with high-poverty students. To successfully adapt Rich ED Academy of Leaders curriculum to TAS and CCSS, our Founder be completing a Leadership Residency at High Tech High Charter Network with High Tech High Graduate School of Education as a New School Creation Fellow (June 2019) and proposed Head of School will be completing a residency with High Tech High Graduate School of Education as a New School Creation Fellow (June 2020).

Informed by the study of 90/90/90 schools and High Tech High Charter Network, our academic plan will enable our school to close achievement gaps across all subgroups of learners, specifically using the following elements: focus on literacy, frequent and meaningful assessments, and high-quality instruction.

Core to our instructional practices will be the taxonomies outlined in Lemov's *Teach Like a Champion*.[61]To scaffold teacher development, we will group taxonomies into four focus cycles that we will progress through over the course of the year and we will supplement our professional development cycle with the scope and sequence laid out in the *Get Better Faster* scope and sequence.

(e) Describe the curriculum and basic learning environment (e.g., classroom-based, independent study), including class size and structure for all divisions (elementary, middle, high school) to be served, and explain any differences among the schools being proposed.

Our school design is a 6-8 single-gender middle school for girls. Each grade level will build on those literacy skills to ensure students are able to enter 9th grade reading at or above grade level. We ensure curriculum and the learning

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[60] Reeves, Douglas. *High Performance and High Poverty Schools: 90/90/90 and Beyond*. n.d. Document. 24 March 2018. <https://www.lmsvschools.org/cms/lib2/CA01001633/Centricity/Domain/566/90%20Schools.pdf>.

[61] Lemov, Doug. "*Teach Like a Champion 2.0*." San Francisco, CA: Jossey-Bass, 2015.

environment for math is focused on the major work of the grade and leverages inquiry beginning with CGI. We ensure students engage in science coursework daily to prepare for the opportunities in STEM-related fields. We foster a Culture of Error where students feel comfortable to productively struggle and enhance their learning through questioning. We intentionally selected to offer Physical Education (beginning Year 2), Spanish (beginning Y2), and Business/Entrepreneurship, (year 3), STEM (beginning Y4), to students to build on students' learning and create an academic program that prepares them to excel.

Each cohort will have 22 students per class and 112 students per grade level. Our teacher student ratio is 1:22, and with the inclusion or literacy rotations that include blended learning stations in every classroom that ratio will be 10:1, in which Monday-Thursday; students will participate in 90 minutes. As a middle school, we've adopted a departmentalized model with subject-specific teachers in core content areas.

(f) Detail the proposed instructional goals and methods, including specific academic benchmarks.

Our instructional goals will help us achieve excellent results for our students. **GOAL 1**: Students will be proficient in English Language Arts. **GOAL 2:** Students will be proficient in mathematics. **GOAL 3:** Students will be proficient in Science. **GOAL 4:** Students will be proficient in Social Studies. **GOAL 5:** The school will maintain consistent good standing under the state's ESSA plan. These goals ensure that all learners are supported and prepared to matriculate to high school on track to successfully graduate and matriculate to college. Students will participate in Algebra I EOC and ACT Aspire to track and monitor high school and college readiness as a part of our program.

We have selected to use methodologies commonly used across high-poverty, high performing schools to ensure our practices set students on the path to college. Methodologies are: Extended Instructional Calendar, Small Group Instruction (all grades), Data-Driven Decision Making,'Kinesthetic Learning, Experiential Learning, Flexible Ability Reading Groups, Guided Meditation, Goal Setting, Habits of Discussion, Socratic Seminar, Inquiry-Based Learning, and Data-Driven Instruction.

Our academic benchmarks towards these goals are as follows: (1) All students will demonstrate academic growth at a rate of at least 1.5 grade levels each year in reading and in math on the NWEA, until they are reading and performing math on or above grade level. Once students reach proficiency, they will continue to show academic growth of at least 1.0 grade level each year. See **Section 1.4** for more details on our academic accountability plan. (2) We will promote students based on their academic readiness as conveyed on assessments aligned with the Tennessee Academic Standards. More details on our academic benchmarks and promotion standards are found in **Section 1.4.**

(g) Explain why the instructional strategies and proposed curriculum are well-suited for the targeted student population.

Rich ED Academy of Leaders challenging curriculum - aligned with national and state standards and informed by the successes of high-performing elementary and middle schools in Tennessee and across the country - will prepare students to match the achievement results of their wealthier peers in such communities as Germantown and Collierville. Our primary recruitment area will be within the 38107 and 38126 zip code due to the lack of access to high quality schools and high poverty rates. We also anticipate recruiting in the contiguous zip codes of 38106 and 38108 as those communities also demonstrate lack of such access and similar demographic need.The goals and instructional strategies employed have been proven to be effective in the top-performing schools in TN and across the nation. We anticipate a 79% FRL classification of students, and a 10% population of students with disabilities. We built an academic program to address these needs through the following: Focus on Literacy throughout middle school and leverage community organizations and form partnerships across the City of Memphis to benefit our

students. Through the New School Creation Fellowship, our Founder has studied and completed a full immersion in a high-achieving school, High Tech High and will continue that relationship going forward.

(h) Explain how the academic plan aligns with Tennessee's academic standards.

Our academic plan is aligned with TAS and CCSS. Our Founding Board of Directors include members which have worked and currently work in a capacity leading school programs aligned to Tennessee Academic Standards. To ensure our school maintains student achievement, we will ensure our academic program is explicitly aligned to TAS.[62] We will use the TN RTI Implementation Guide to inform the processes, planning, implementation, and data-driven decision-making for all Tiered Interventions. For Tiers II and III, we will (a) address the needs of struggling students, (b) provide additional time beyond afforded time for core instruction, (c) provide high quality instruction to match each student's area of need, and (d) ensure instruction is provided by highly trained staff. https://www.tn.gov/content/dam/tn/education/special-education/rti/rti2_implementation_guide.pdf.

Our program design is backwards-planned based on the skills students need to know at the end of each grade level as outlined in those standards. We are grounded in the knowledge and skills students must have to succeed in high school. Our academic plan focuses on building students' critical thinking and problem- solving skills to help them find solutions to problems across content.

Each component of our academic model relating to literacy reflects the CCSS for English Language Arts. Our robust approach to literacy instruction ensures: regular practice with complex text and its academic vocabulary; reading and writing grounded in evidence from literary and informational text; and building knowledge through content-rich literary and informational text. Our instructional approach to mathematics, CGI, encompasses the eight Standards for Mathematical Practice.[63] Regular practice within the following are a part of our instructional approach: Make sense of problems and persevere in solving them; Reason abstractly and quantitatively; Construct viable arguments and critique the reasoning of others; Model with mathematics; Use appropriate tools strategically; Attend to precision; Look for and make use of structure;and Look for and express regularity in repeated reasoning. Given our academic model's foundational literacy approach, students receive regular practice with communication in math that employs literacy skills in reading, vocabulary, speaking, listening, and writing in alignment with the TAS.[64]

(i) If your academic plan includes blended learning, describe which blended learning model the school will use (i.e., online content in various lessons only, a single course, or an entire curriculum), the role of the teachers within the blended learning environment and explain how and why this approach will drive academic gains and close the achievement gap with the targeted population of students, using the latest data analyses and research.

Rich ED Academy of Leaders will incorporate the use of adaptive computer software to ensure we maximize every minute with students to close achievement gaps. We have selected to use Newsela (reading 6-8), ST Math (math K-6), Khan Academy (math- grades 7-8), i- Ready for math and reading (daily RTI2 6-8). The role of the teachers within the blended learning environment is to ensure students are engaged with blended software, analyze data from software platforms, and communicate student progress. This approach will drive academic gains and aid in the closure of achievement gaps across subgroups of students. Our blended learning platform will allow individualized instruction to continue while teachers work with students in small group instruction.

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62 *Tennessee Department of Education: Academic Standards. n.d.* Website. 24 March 2018. https://www.tn.gov/education/instruction/academic-standards.html>.

63 "Tennessee Department of Education." n.d. *Mathematics: Standards for Mathematical Practice.* 24 March 2018. <https://www.tn.gov/content/dam/tn/education/standards/math/std_math_standards_mathematical_practice.pdf>.

64 Ibid.

Our enrichment course offerings, Business/Entrepreneurship (Y3) and STEM (Y4) will allow students to use blended learning software to learn a variety of skill sets and exposures in STEM. We have built and will continue to build partnerships with key organizations across the city and nation focused on using technology to create personalized learning for students.

(j) Describe the school's approach to help remediate students' academic underperformance.

In alignment with SCS RTI2 Implementation policies and procedures, we will administer the NWEA MAP to 6-8 students three times per year (Fall, Winter, Spring). We will use a triangulation of data to determine Tier groups for RTI2 placement and use Aimsweb, NWEA,[65] and *easyCBM* to compare data for placement of our students in the RTI2 model. We will review the *easyCBM* benchmark data within one week of administration; students performing at or below the 25th percentile in one or more area will then receive further assessment with *easyCBM* so that we can determine the Instructional Level in which to deliver interventions and monitor progress. The school will establish an RTI2 Team composed of RTI2 Coordinator,[66] Head of School, Inclusion Specialist, Curriculum/SPED Coordinator, Dean of Culture & Student Supports Coordinator, School Psychologist,[67] and classroom teachers. We will follow all guidelines outlined in the RTI2 District Implementation Guide[68] to accelerate student growth through targeted support.

Remediation of students' underperformance is address through the first step of identifying the Tiers based on the lowest starting with 25th percentile and 10th percentile for testing—MAP—Measures of Academic Performance given 3 times a year Fall, Spring, and Summer. The scholars that score in the 10th percentile receive immediate intervention in the area identified on the assessment based on the RIT Band and scores identified per content subtest. Tier III—Services are received in a pull-out setting and services are implemented by a trained interventionist using researched based interventions.

Tier II Students are those students in the 25th percentile and up that is received in the classroom through differentiation of instruction by the teacher. These students are grouped and service in small group for the skill deficit areas identified.

Underperforming students still receive Tier I Instruction from the Certified Regular Education Teacher. All students receive Tier I.

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[65] A standards-based, universal screener is an assessment to determine student performance to grade-level standards and identify those who are potentially in need of greater levels of support. The NWEA Measures of Academic Progress (MAP) is currently the District's initial screener.

[66] Head of School in Year 1, then role held by Inclusion Teacher (Y2), and then Curriculum/SPED Coordinator as the school grows into full scale.

[67] We will engage a School Psychologist through contracted services at scheduled intervals to support in the evaluation of RTII$_2$ data such as the rate of improvement, gap analysis, and initial instructional level determination.

[68] http://www.scsk12.org/ci/uploads/rti/2016-17%20RTI2%20District%20Implementation%20Guide%20Final%20PDF.pdf?PID=965.

Rich ED Academy of Leaders Charter School RTI2 At a Glance

Requirements	RTI2-Academic	RTI2-Behavior
Diagnostic Data	NWEA MAP - Fall, Winter, Spring AIMSweb Universal Screening –	Review 360 Student Survey Review 360 Teacher Survey Kickboard Data
Benchmarking Tool	AIMSweb (only T2 and T3 scholars)	Review360 (all scholars)
Progress Monitoring Tool	*easyCBM* (only T2 and T3 scholars)	Review360 (only T2 and T3 scholars)
Data Meetings	Weekly on Mondays[69]	Weekly on Mondays
File Folders	Kept by RTI-Academic Teachers	Kept by Curriculum/SPED Coordinator & Dean of Student Supports & Culture
RTI Coordinator	Head of School (Years 1-2) Curriculum/SPED Coordinator (Years 3-5) Dean of Academics (Year 6-Forward)	Inclusion Specialist (Year 1-3) Dean of Student Supports (Year 4-6) Dean of Academics (Year 6- forward)
RTI Lead/Chairperson	Head of School (Years 1-2) Curriculum/SPED Coordinator (Years 3-5) Dean of Academics (Year 6-Forward)	Inclusion Specialist (Years 1-3) Dean of Student Supports & Culture (Years 4-5) Inclusion Specialist (Year 6 forward)
Fidelity Checks	Conducted monthly by RTI2-Academic Coordinator and RTI Leads	Conducted monthly by RTI-Behavior Coordinator and RTI Lead

[69] We will review RTI2 Data on a weekly basis although the requirement for implementation is monthly to monitor the progress of our students.

Creation of Intervention Plans	Intervention plans created by RTI2-Academic Team during data meetings[70] based on NWEA data, easyCBM data, AIMSweb data	Intervention plans created by Counselor, an administrator, teacher, and parent by completing a BIP (Behavior Intervention Plan) during Support Team (S-Team) Meeting, documented in Review360
Ineffective Intervention Plan – Step 1	Collect minimum progress monitoring data points, adjust intervention plan during data meeting	Collect minimum progress monitoring data points, adjust intervention plan during data meeting
Ineffective Intervention Plan - Step 2	If data continue to show that the adjusted intervention plan also is not effective, make referral to S-Team during data meeting.	If data continues to show that adjusted intervention plan also is not effective, make referral to 2nd S-Team during data meeting

(k) Describe methods for providing differentiated instruction to meet the needs of all students, including plans for Response to Instruction and Intervention (RTI2) that aligns with Tennessee guidelines.

Differentiated Instruction is received in the regular education setting and is implemented based on various forms of data that included MAP, STEP—Reading Assessment given 4 times a year, TCAP Data –if students have taken TCAP and EasyCBM Progress Monitoring. All of this data is discussed to identify the specific differentiated instruction required based on identified skill deficits. After skill deficits are identified. The student is assessed one on one with the PASS and PWRS that will identify specified areas for phonics, spelling, phonemic awareness, reading comprehension and some sight words and grade level word identification.

RTI is then implemented according to state of Tennessee Guidelines.
Tier II Implementation 30 Minutes for skill deficit areas daily
Tier III Implementation 45 Minutes for skill deficit areas daily
Tier I Instruction and Implementation for all students.

Students data is reviewed monthly for any changes to the RTI plan for regression and progression of skills.

[70] Individual Student Intervention plans will be created prior to the start of new intervention to describe and determine the needs of the students. Once a month in our weekly data team meetings we will re-evaluate individual student intervention plans.

Description of RTI2 Academic and Behavior Tier Implementation

Requirements	RTI2-Academic	RTI2-Behavior
Tier 1 Interventions	Daily core literacy and math instruction Daily core literacy and math digital content	Positive Behavior Intervention System (PBIS) Tier 1 BIP Code of Conduct LDB RIB Weekly Advisory/Character & Leadership Development program Powerschool Communications
Tier 1 Staff Support	Summer PD Teacher Orientation REAL Professional Development Release Day (quarterly) REAL Professional Development (Weekly) on Mondays Bi-weekly one-on-one Coaching between Teacher and coach Instruction/Planning Observations & Coaching Sessions	Taxonomy Professional Development Teacher Investment Plans Climate Surveys/Teachers and Students Teacher Culture Observations & Coaching Sessions Character Development/Advisory Training & Support Powerschool
Tier 2 Interventions	Tier 2 Math (Computational Skills): I-Ready Tier 2 Math (Concepts and Application): I-Ready Tier 2 Reading Fluency: research-based phonics program + small group Tier 2 Reading Comprehension: I-Ready + small group Teacher to Student Ratio-1:6 or less	Individual Counseling Group Counseling
Tier 2 Staff Support	Monthly Fidelity Checks and Feedback RTI-Academic Professional Development on Mondays (as needed based on Fidelity Check data)	Monthly Fidelity Checks & Feedback RTI-Academic Professional Development on Fridays (as needed based on Fidelity Check data)

Tier 3 Interventions	Tier 3 Math (Concepts and Applications): Direct instruction using I-Ready lesson to provide small group instruction + digital content and individual instruction as needed Tier 3 Math Computational Skills: Direct instruction using I-Ready lesson to provide small group instruction + digital content and individual instruction as needed Tier 3 Reading Fluency: Research-based phonics program + small group instruction + digital content and individual direct instruction as needed Tier 3 Reading Comprehension: I-Ready + small group Teacher-Student ratio: Grades K-5: 1:3 or less Grades 6-8: 1:6 or less	Check-In Check Out system (CICO) Individual Counseling Group Counseling Other internally created interventions provided by Inclusion Specialist, Curriculum/SPED Coordinator, and/or Dean of Student Supports & Culture
Tier 3 Staff Support	Monthly Fidelity Checks and Feedback RTI-Academic Professional Development on Monday	Monthly Fidelity Checks & Feedback RTI-Behavior Professional Development on Monday

Our instructional model will use small group instruction for literacy and mathematics in 6-8 to give students a firm foundation in core subjects. Small group instruction during both literacy and mathematics includes a blended learning model permitting students to engage with adaptive, computer-based programming. Learn by Doing REAL Intervention Blocks[71] will provide additional minutes of further differentiation, guided reading,and targeted intervention on the day's content and skills and/or is directly correlated to goals as outlined in IEPs or 504 plans. LDB RIB will also be a time for character development with our students and social intelligence learning and as students' progress, it will be an additional advisory time for character and leadership development. Our approach to educating our special-needs populations is the same as our approach to students without special needs; high expectations delivered through structure and routines proven effective for students academically at risk. The RTI2 model provides for screening all students for educational difficulties. We will regularly monitor students found at risk, to assess their progress after implementation of high-quality instruction. Students who do not respond with adequate progress will receive targeted interventions to correct the area(s) of concern.

Students will receive the necessary intensity of intervention based on their individual responses as they move through the tiers prescribed in the SCS RTI2 Implementation Guide. The RTI2 team will regularly monitor progress to make a collaborative decision about next steps for students., both through our weekly professional meetings each Friday as well as summatively each six weeks. Staff members will review collected data on student progress, share it with parents, and include a copy in the student's formal RTI2 file. Staff training will include summer professional development, ongoing training through the year in response to fidelity checks, and monthly professional learning communities(PLC) days throughout the year. Head of School will train staff on diagnostic tools, progress monitoring tools, delivery of small group instruction, data collection, and implementation. We will objectively monitor these interventions to ensure fidelity to the SCS RTI2 Implementation process.

[71] LDB RIB is a character development and academic block where students maximize time for homework and working on skill deficits.

To ensure students receive the help they need as soon as they need it, our frequent internal assessment program will quickly identify students struggling academically. The Learn By Doing REAL Intervention BLocks (LBD RIB) will be leveled to ensure all students have an appropriately leveled tutoring group to most directly meet their needs.

In our first year of operation, the HOS will monitor student assessment data each week and after each scheduled assessment, meeting with teachers daily to discuss Do Now's and Exit Tickets, weekly to discuss quizzes, and within 24 hours of interim and end-of-trimester comprehensive exams and will work alongside teachers to devise action plans with staff. In Year 3, this will be the joint role of Head of School and the Curriculum/SPED Coordinator. The Curriculum/SPED Coordinator, who will be a licensed special educator, in collaboration with the Head of School and/or Dean of Academics (year 6), will prescribe interventions and document them in Student Portfolios.

1.4 Academic Performance Standards

In this section:

(a) Describe the proposed charter school's annual and long-term academic achievement goals, in measurable terms.

Rich ED Academy of Leaders proposes the following ambitious academic goals for our charter term, as well as for our terminal 8th grade class, using absolute, comparative, and longitudinal measures that support the goals outlined in SCS Destination 2025, the TAS, and the federal ESSA. We recognize that not all students will enroll in our school starting in grade 6th, and that over time some students will join us in the 7th and 8th grades. The absolute, comparative, and longitudinal goals evidence our commitment to all students outperforming the local schools in all years, making measurable academic progress year to year, and demonstrating mastery in the core subjects of ELA and Math after three years of enrollment. Regardless of the specific grade-entry point of any individual child, we are committed to their success as such goals and measures on state, national, and literacy inventories indicate. Indicators for success for a child before their third year of enrollment include a minimum of 5% annual growth on the NWEA MAP assessments in Reading and Math; all academic scores on state assessments, inclusive of all students regardless of the initial grade-point of enrollment with us, will allow us to earn good standing under TN's ESSA accountability system. Measure 5.1 is rooted in our commitment to every student, regardless of their starting point in our school. In addition, Absolute Measure 1.1, Growth 1.4, 2.3, 3.3, and 4.3 also reflect our measurement of students regardless of their starting point. We have set these goals to ensure our students are achieving at levels meeting or exceeding the district, state, and federal accountability expectations.

GOAL 1: Students will be proficient in English Language Arts.

- **Absolute Measure 1.1:** In each testing year, At least 70% of all students who have attended for two consecutive years will read on or above grade level with the performance category of On Track (Level 3) or Mastered (Level 4) on TNReady. At least 80% of all students who have attended for three consecutive years will read on or above grade level with the performance category of On Track (Level 3) or Mastered (Level 4) on TNReady.
- **Comparative Measure 1.3:** Students who attend for two consecutive years will, on average, achieve On Track (Level 3) or Mastered (Level 4) at a rate that equals or exceeds the state average. In each testing year, students who have attended for three consecutive years will, on average, achieve On Track (Level 3) or Mastered (Level 4) at a rate at least 10 percentage points higher than the district average on the TN Ready Assessment.
- **Growth Measure 1.4:** In a cohort analysis of longitudinal growth, the average annual percentile increases among Rich ED Academy of Leaders students on the Reading Comprehension section of the NWEA Measures of Academic Progress (MAP) will average a minimum of five (5) percentiles of growth per year until the average percentile score reaches 75.

GOAL 2: Students will be proficient in mathematics.

- **Absolute Measure 2.1:** In each testing year, at least 70% of all students who have attended for two consecutive years will perform math on or above grade level with the performance category of On Track (Level 3) or Mastered (Level 4) on TNReady. At least 80% will perform math on or above grade level after three consecutive years. The proficiency rate of students taking the Algebra I EOC assessment, who have attended for three consecutive years, will match or exceed the proficiency rate of the highest-performing district in Tennessee up to 85%.
- **Comparative Measure 2.2:** In each testing year, students who have attended for three consecutive years will, on average, attain On Track (Level 3) or Mastered (Level 4) at a rate at least 10 percentage points

higher than the district average on the TN Ready Assessment and at a rate in the top 25% of schools in Tennessee.

- **Growth Measure 2.3:** In a cohort analysis of longitudinal growth, the average annual percentile increases among Rich ED Academy of Leaders students on the mathematics section of the NWEA Measures of Academic Progress (MAP) will average a minimum of five (5) percentiles of growth per year until the average percentile score reaches 75.

GOAL 3: Students will be proficient in Science.

- **Absolute Measure 3.1:** In each testing year, at least 60% of all students who have attended for two consecutive years will perform in science on or above grade level with the reporting category of On Track (Level 3) or Mastered (Level 4) on TNReady.[72] At least 70% will perform in science on or above grade level after three consecutive years. Rich ED Academy of Leaders students in grade 8 who have attended for at least for three consecutive years will, on average, attain a score on the science section of the ACT Aspire in the 70th percentile or greater.
- **Comparative Measure 3.2:** In each testing year, students who have attended for three consecutive years will, on average, achieve On Track (Level 3) or Mastered (Level 4) at a rate at least 10 percentage points higher than the district average on the TN Ready Assessment.
- **Growth Measure 3.3:** In each testing year, overall performance in science, as measured by the TNReady, will, on average, demonstrate growth in proficiency in each tested year equal to or greater than that of similar schools.[73]

GOAL 4: Students will be proficient in Social Studies.

- **Absolute Measure 4.1:** In each testing year, at least 60% of all students who have attended for two consecutive years will perform in social studies on or above grade level with the reporting category of On Track (Level 3) or Mastered (Level 4) on TNReady. At least 70% will perform in social studies on or above grade level after three consecutive years.
- **Comparative Measure 4.2:** Students who have attended for three consecutive years will, on average, achieve On Track (Level 3) or Mastered (Level 4) at a rate at least 10 percentage points higher than the district average on the TN Ready Assessment.
- **Growth Measure 4.3:** In all testing years, overall performance in social studies, as measured by the TNReady, will, on average, demonstrate growth in proficiency equal to or greater than that of similar schools.[74]

GOAL 5: The school will maintain good standing under TN ESSA accountability system.

- **Measure 5.1:** Under the state's ESSA accountability system,[75] the school will maintain consistent good standing. The state will never identify the school as a Priority School or determine that it has met the criteria to be identified as a school at risk for closure based on inadequate academic progressor

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[72] Ibid.

[73] Similar schools are defined as similar grade schools within the district serving similar percentages of FRL students.

[74] Similar schools are defined as similar grade schools within the district serving similar free and reduced lunch populations.

[75] *Tennessee's ESSA Plan.* (2018, March 21). Retrieved March 25, 2018, from Tennessee Department of Education: https://www.tn.gov/content/dam/tn/education/documents/TN_ESSA_State_Plan_Approved.pdf.

achievement. Rich ED Academy of Leaders will be in good standing with performance for all students'(including subgroups[76]) performance.[77]

ORGANIZATIONAL GOALS

GOAL 6: The school will demonstrate fiduciary and fiscal responsibility.

- **Measure 6.1:** Each year, as evidenced by external annual audit reports, Rich ED Academy of Leaders will demonstrate that it meets or exceeds professional accounting standards.
- **Measure 6.2:** Each year, the school will present and follow a balanced budget, demonstrating the effective allocation of financial resources towards the fulfillment of our mission.

GOAL 7: Rich ED Academy of Leaders will be fully enrolled, with high levels of attendance and re-enrollment.

- **Measure 7.1:** The school will meet projected enrollment targets and will maintain this enrollment throughout the year.
- **Measure 7.2:** Of the students who successfully complete the year, at least 90% will re-enroll for the following year, with exceptions for families who move out of the district or who lose access to transportation.
- **Measure 7.3:** The school will maintain an average daily attendance rate of at least 95%.

GOAL 8: Parents will demonstrate satisfaction with the academic program and school-to-home communication.

- **Measure 8.1:** Each year, parent satisfaction surveys will indicate 80% or more of families are satisfied with the school's academic program with at least 80-85% of families responding.
- **Measure 8.2:** Each year, parent satisfaction surveys will indicate 80% or more of families are satisfied with the school's communication with at least 80-85% of families responding.

GOAL 9: The Board of Directors will provide effective and sound oversight of the school.

- **Measure 9.1:** The Board will conduct a formal annual review of the school leader.
- **Measure 9.2:** The Board will conduct an annual self-evaluation to assess the Board's strengths and Weaknesses.
- **Measure 9.3:** The Board will conduct a formal annual review of bylaws and policies.
- **Measure 9.4:** The Board will conduct an annual review of organizational strengths and weaknesses.

(b) Describe the process for setting, monitoring, and revising academic achievement goals.

We have selected three types of goals to monitor progress: absolute, comparative, and growth. Our absolute goals inform us on the explicit progress we must make each year, despite comparative data. We will uphold these outcomes, regardless of the performance of surrounding schools' student achievement.We will use our absolute measures to determine the percent of students on track or above Tennessee's proficiency level. We expect each year students are consecutively attending our academic program, the level of proficiency improves, just as Tennessee

[76] Rich ED Academy of Leaders will ensure progress in achieving English language proficiency (ELPA), student achievement gap closure across subgroups (ELL, economically disadvantaged, students with disabilities, and at-risk populations), according to TN's ESSA Plan.
[77] Ibid.

aims to improve proficiency at the state-level each year.[78] Comparative measure is included as a part of our measurement for student achievement to ensure we are delivering on our mission of being a high quality educational option for families. We have set forth in our charter petition to be increase the options of high quality schools available to families in 38107, 38103 and 38126. Therefore, our results must demonstrate student academic achievement performance higher than the surrounding schools and district. Our comparative measures ensure we monitor progress towards our mission in this capacity.

The growth measure we have included as a component to convey if students are not only achieving in our program but whether they are growing each year. Given an anticipated 79% FRL population, 1% ELL population, and 10% students with disability population, we anticipate many students arriving on the first day with deficits. Our growth goals ensure we must grow all students faster than the national norm to close the existing achievement gaps and move students to their appropriate grade level performance. In addition to closing achievement gaps, we believe in ensuring all students experience continuous growth in our school. We will continue to measure value added growth as a part of our goals even after we meet both absolute and comparative goals for students' academic achievement.

The Board will revisit our goals annually to ensure our goals are rigorous and include measurements we need to properly evaluate the school design and the Head of School's effectiveness, prior to the start of each school year. The Board of Directors will be informed on the progress towards our academic goals through each monthly board meeting and direct oversight of the Academic Achievement Committee. The Academic Achievement Committees responsible for overseeing the school's progress via the Academic Data Dashboard, and providing a plan of action to the Head of School, if the school student academic achievement data is struggling.

Upon annual review of student academic achievement goals, we will not revise goals based on the performance of students to lower our academic performance goals, but the Board may elect to set higher goals if we are consistently meeting our goals as written. In addition, if there are changes to Tennessee Academic Standards or state testing, we will revise our goals as needed to align with new requirements during the annual review.

(c) Describe corrective action plans if school falls below state and/or district academic achievement expectations.

In the event we fall below district or state achievement expectations, we will follow any authorizer requirements for taking corrective action. Whether required or not, our Board will review the school's accountability data and devise a plan of action for school improvement to provide to Shelby County Schools. The Head of School (HOS) will be responsible for leading the school in implementing the plan and monitoring progress based on assessments and other relevant data by the Board. The HOS will communicate to the Board monthly with updates to keep the Board consistently and measurably informed on the school's progress towards academic goals.

Once we have made sufficient progress toward accomplishing goals outlined in the corrective action plan, the Board will focus on data once every two months. If the school does not continue sufficient progress after two months, the Board will revert to bi-weekly monitoring and may ask the HOS to revise the original corrective action plan. The Board, through its Academic Achievement Committee, will continue bi-weekly monitoring of progress towards goals with formal monthly reports to the Board, and if by the fourth consecutive month, improvement is insufficient, the Board will help the Head of School select a task force of internal and/or external individuals to ensure the Head of School gets student achievement on track. At the end of the academic year, if the Head of School has not achieved sufficient progress, the Board will determine whether to re- hire the Head of School. During this process of corrective action, if student progress is on track, the Board will resume it normal monthly monitoring of the Academic Data Dashboard.

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78 *Tennessee's ESSA Plan.* (2018, March 21). Retrieved March 25, 2018, from Tennessee Department of Education: https://www.tn.gov/content/dam/tn/education/documents/TN_ESSA_State_Plan_Approved.pdf

The Head of School will have regular check-ins with the Executive Director who conducts visits to the school and gives regular feedback for school improvement; Ensures the school active voice remains ahead of corrective action protocols that are enacted; Access to professional development for leadership and teachers and other supports as necessary.

(d) Describe goals for student attendance and explain how the school will ensure high rates of student attendance. Include plans for identifying and addressing chronic absenteeism.

We believe it is vital to partner with families to ensure students succeed in our academic program. We have discussed in **Section 1.12** the efforts and plans we have to partner with families and the community through our community engagement plan. Immediately after authorization of our school, we will continue the work of engaging and partnering with families in and around the North Memphis/Uptown (38107, central Downtown (38103) and South Memphis (38126) communities to provide more insight of our school design and why Rich ED Academy of Leaders is strategically designed to meet the needs of all girls.

Our goal is to maintain a 95% attendance rate or better throughout the school year and across all years. To support high attendance, we will provide incentives to individual students and to classes at each grade level. We will highlight individual students by recognizing them in Community Circle (HOUSE) for weekly perfect attendance. We will highlight the class with best monthly attendance rate at our Community Circle at the end of each month. Each quarter, we will celebrate students with perfect attendance during our quarterly honors programs. Our Community Circles occur at the culmination of each school week, but we reserve the last Community Circle for members of our community to join us in celebrating our students and parents for meeting and exceeding our expectations in partnership.

We believe parents are our partners. Therefore, we will leverage four (4) Family/Parent Orientations for parents/families to orient families to our expectations. We also commit to conducting home visits with families from January to May to meet with each newly enrolled student. We will explain to families the rationale for our 95% attendance goal and what this means for their child. In grade 6, Monday-Friday, students receive 295 minutes of literacy instruction, 250 minutes of math instruction, and 135 minutes of targeted small group instruction (including RTI2) that a student would not be able to engage in if absent. In grade 7, Monday-Thursday, students receive 150 minutes of literacy instruction, 250 minutes of math instruction, and 90 minutes of targeted small group instruction (including RTI2) that a student would miss if absent from school. In grade 8, each day students receive 45 minutes of literacy instruction, 250 minutes of math instruction, and 45 minutes of targeted small group instruction that a student would miss if absent. Our school design leverages every minute to meet the needs of all students and close achievement gaps of students.

The Powerschool system will give parents access to student attendance information and serves as an instant way for parents to notate daily attendance for their child. Teachers can communicate with the family about missed assignments. Teachers will communicate personal notes home to the parent about attendance and request a conference about attendance concerns in Powerschool and on daily behavior logs. Powerschool will generate a weekly report for students based on their performance with our core values with attendance being a quantifier for earnings. Students will take home a daily paycheck detailing their progress towards school expectations with daily attendance counted as a factor in paycheck amount. Students will earn “merits” towards their weekly paycheck as a part of our daily incentives for attendance.

Each day at by 8:45am, the Business Manager will communicate with any student’s family that is absent or tardy via phone and/or email. This is to ensure we monitor student attendance as quick as possible and provide supports for families, if needed. We will remind parents during our call or through email of our attendance policy and that upon their student’s return to send with them the proper documentation for an excused absence. After a student is late 4

times in a quarter, the parent/guardian will be sent a tardy concern letter. If the student is late up to 8 times within a quarter, the parent/guardian will receive a phone call from the Business Manager (or designee) to discuss implementing an arrival plan. If a student is late 10 times in a quarter, the parent/guardian must attend a meeting with the Head of School to revisit the arrival plan before the student is permitted participation in other extracurricular activities.

We will adopt the Shelby County Schools attendance policy. In accordance with such policy the following grant an excused absence: (1) Personal illness, homebound, hospitalization of student, injury, pregnancy, circumstance; The Head of School may request a conference with the Student Support Coordinator to determine if additional supports are needed for the student due to absences after ten days have been accumulated throughout the year. A doctor's note must accompany any additional absences for the students thereafter. (2) Serious illness or death of a student's immediate family. (3) Student participation in school sponsored activity, high school visit, or college visit as a student representative. (4) Religious holidays and special regularly observed holiday by specific faith groups. Students are excused for absences of class or school day due to religious observance of a holiday deemed sacred by a religion of the student. The student will be allowed to make-up any missed work without penalty. (5) Absences due to court orders, subpoena, or court summons are excused. (6) Circumstances beyond the student's control at the discretion of the HOS may be excused. (7) Deployment of the students' parent or guardian enlisted in the United States Armed Forces, inclusive of the National Guard or Reserve called to active duty. (a) The student shall be given one day of excused absence for deployment and one absence for the return for deployment of the parent or legal guardian. (b) Students may be given excused absences for up to ten(10) days to visit student's parent or guardian if the parent is granted rest and recuperation leave and is also stationed outside of the country. (c) Students may be given excused absences for up to ten (10) days of accumulation throughout the school year for visitation during deployment of parent or guardian. The total excused absences for deployment related reasons may not exceed 10 cumulative days. A student may be given an excused absence when participating in a non-school sponsored event or activity at the discretion of the HOS. The parent or guardian must provide documentation to the Business Manager of proof of participation in the activity. The documentation must be in writing at least 7 business days prior to the student's absence. Once the documentation is received parent or guardians will fill out a request for excused absence which shall include, student full name, school ID, grade, dates of the anticipated absence, reason for the absence, signature of both student and parent. The HOS or designee will approve the request and notify the parents in writing of their status of excused absence. To ensure all students are receiving the learning and support they need to be successful in life. The HOS may cap the number of non-school related activities deemed as excused absences. The HOS shall not excuse more than 10 absences annually for students participating in non-school related activities. Any absence not outlined above shall be considered unexcused absences. Any student absent from school not for the above reasons will be considered an unexcused absence. If a student has excessive unexcused absences he/she will be deemed as truant. We will follow Tennessee State Law (TCA 49-6-3007) when reporting truancy.

For unexcused absences, the following actions will be taken by the school based on policy 6016 Truancy District: (1) Parents will be notified by phone on the first and second day of missed absence and documentation of these calls will be recorded. (2) 3rd and 4th unexcused absence will result in warning letter sent to parents informing them of the truancy laws and the consequences of noncompliance and requesting parent teacher conference. (3) 5th unexcused absence, the first official letter will be generated by SCS District and sent to the parent/guardian informing them of noncompliance with attendance laws and consequences for failing to comply. The letter will also detail the request for a meeting of the Student Attendance Review Team (SART).[79] This team is formed to identify the cause of unexcused absences to bring parent in compliance with attendance laws. Phone calls will also be made to parents and documented. The SART will develop a Parent/Student Action Plan (PSAP) to address the causes of unexcused absences. This information will also be communicated with the school's RTI2 Team to further support

[79] In Y1-3, team will consist of HOS, Business Manager, at least one classroom teacher, and the student.

the student's interventions. All communication to parent/guardian will be documented. (4) Once a student has accumulated ten or more unexcused absences, there is a final letter and any additional letters will be from the District Attorney's Office and automatically generated by the District and sent to the parent/guardian. Letters will mandate the parent/guardian bring their child for appropriate services. The Board will then decide the leading factor to truancy and refer the child and parent for services. The Head of School shall notify the Superintendent (or designee) when they withdraw a student who has at least 10 consecutive days of unexcused absence. Parent/guardians may appeal any unexcused absences to the Head of School (or designee). The appeal must adhere to the following: (a) Written and include documentation to support the appeal. (b) Submitted within 5 business days of the first official generated attendance letter by the District. (c) Grounded with a rationale allowable in 6016 Truancy District policy. The HOS (or designee) will review the appeal within 5 business days, meet with the parent or guardian and provide a decision. Students with more than 15 days of accumulated absences in a school year whether excused or unexcused must participate in a parent conference with the HOS and teachers to determine eligibility and readiness for promotion. The HOS will review RTI2 data (ROI, gap analysis, and progress monitoring), NWEA data and behavior data to make a final decision on retention or promotion in each case.

Any student issued an excused absence may have the opportunity to make up any missed school work. All students will be expected to make-up work to receive credit for missed classwork within 10 days of the initial missed absence. Students will be provided extra support on missed work during extracurricular time, recess, and choice time until the work is made up. For unexcused absences, students may have one day of makeup work time to complete missed assignments for each day missed for up to 10 days. If absences exceed 10 days, the family must attend a meeting with the HOS to determine a plan for make- up work and support for the student to be on track for the rest of the academic year.

(e) Explain how students will matriculate through the school (i.e., promotion/retention policies and graduation requirements).

Our promotion policy is rooted in a balance of understanding that while students learn at different rates and may experience plateaus at different times as they grow, mastery of grade level academic standards is the best measure for promotion to the next grade. We have developed a promotion and retention policy reflective of our mission and academic goals (see **Section 1.4**). It ensures a student can be successful in the academic challenges of the next grade level. Grade-level promotion is determined based on attendance, mastery of content as depicted in final grades, and final exam requirements. As we anticipate a student population performing below and potentially significantly below grade-level, we have added a growth metric to our policy in grades 6-8. **Figure 1.4 (a)** outlines our grade level promotion requirements.

Promotion Criteria for Rich ED Academy of Leaders (6-8)

Promotion Criteria		
Grade Level	Attendance Requirement	Grade Component

6-8	Absent ≤ 15 days	All course average ≥ 70% (ELA, Math, Science, and Social Studies)

We provide students multiple tiers of support during our extended day program, including daily tutoring, to ensure that students have the supports they need to master the skills necessary for promotion. Daily attendance is vital to student success, allowing us to support students as they pursue academic success and simultaneously teach students to take responsibility for their educational future. Thus, students who miss more than 15 days of school may be retained. We adhere to all regulations regarding extended illness which does not impact attendance averages. We communicate regularly with families to ensure that every student can meet our attendance requirement, including using weekly progress reports, three formal report cards, and the requirement for all teachers to communicate with families regularly. Our Business Manager closely monitors attendance, and all daily attendance averages are part of our Academic Accountability Dashboard monthly report to the Board.

Rich ED Academy of Leaders students will receive grades in class to determine absolute mastery of grade level standards. Our curriculum is aligned to Tennessee Academic Standards and Common Core State Standards and driven by the assessments we have created to measure mastery towards such standards.

Promotion and Retention Decisions

In grades 6-8, if students average between 60-69% in one or two core subjects, they will be recommended to take summer school in that subject. Students earning less than 60% in their annual average in one or more classes do not demonstrate sufficient proficiency for summer remediation opportunities and would best benefit from additional teaching and learning before earning promotion to the next grade. We have detailed in **Section 1.7** of this application which measures we will use to determine students' achievement.

In compliance with IDEA, all students with IEPs and 504s will need to meet all promotion criteria unless their IEP indicates separate goals content areas. If this is the case, satisfactory meeting of those goals will satisfy that component of the promotion criteria. If there is an indication the student may need to be retained, the HOS will meet with the student and family to discuss a course of action, including interventions, additional supports, or mandated tutoring as soon as possible to best ensure all students can be successful. If interventions are not leading to the growth necessary, the recommendation to retain will be made by classroom teachers; final promotion decisions will be made by the HOS.

If there is an indication the student may need to be retained, the Head of School will meet with the student and family to discuss a course of action, including interventions, additional supports, or mandated tutoring as soon as possible to best ensure all students can be successful. If interventions are not leading to the growth and improvement necessary, the recommendation to retain will be made by the classroom teachers, and final promotion decisions will be made by the HOS.

We will provide a free and appropriate public education (FAPE) to all students. FAPE mandates that the school provides access to general education and specialized educational services. It also requires that students with disabilities receive support free of charge as is provided to non-disabled students. It also provides access to general education services for children with disabilities by encouraging that support and related services be provided to children in their general education settings as much as possible. We will provide a variety of special education programs for students identified as having a disability as defined by the Individuals with Disabilities Education Improvement Act (IDEA). A student may receive special education services only through the proper evaluation and

placement procedure. Parent/Guardian involvement is required. More importantly, we encourage the parent to be an active participant. A parent or guardian who believes his/her student may have a disability that interferes substantially with the student's ability to function properly in school should contact the HOS.

(f) Provide the school's exit standards for students. These should clearly set forth what students in the last grade served will know and be able to do.

To ensure students are prepared to excel in high school, we will closely monitor their progress towards mastery of grade 8 standards; these standards are outlined in Figures 1.4(c)1, 1.4(d), 1.4(e), and 1.4(f).

Figure 1.4 (c)1 - English Language Arts Exit Standards[80]

Grade 8 Reading Standards for Literature	
Key Ideas and Details	1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. 2. Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text. 3. Analyze how particular lines or dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
Craft and Structure	1. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. 2. Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style. 3. Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.

[80] *Common Core State Standards Initiative: Preparing America's Students for College & Career.* (2018, March 25). Retrieved 2018, from http://www.corestandards.org/ELA-Literacy/RI/8/.

Integration of Knowledge and Ideas	1. Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors. 2. (Not applicable to literature) 3. Analyze how a modern work of fiction draws on themes, patterns of events, or 4. character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.
Reading Level and Text Complexity	By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6-8 text complexity band independently and proficiently.
Grade 8 Reading Standards for Informational Text	
Key Ideas and Details	1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. 2. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text. 3. Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).
Craft and Structure	1. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. 2. Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept. 3. Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
Integration of Knowledge and Ideas	1. Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or text. 2. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced. 3. Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or

	interpretation.
Reading Level and Text Complexity	10. By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6-8 text complexity band independently and proficiently.
Grade 8 Writing Standards	
Text Types and Purposes	1. Write arguments to support claims with clear reasons and relevant evidence. ● Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. ● Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. ● Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. ● Establish and maintain a formal style. ● Provide a concluding statement or section that follows from and supports the argument presented. 2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, 3. and information through the selection, organization, and analysis of relevant content. ● Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. ● Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. ● Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. ● Use precise language and domain-specific vocabulary to inform about or explain the topic. ● Establish and maintain a formal style. ● Provide a concluding statement or section that follows from and supports the information or explanation presented. 4. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. ● Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. ● Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters. ● Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another, and show the relationships among experiences and events.

	● Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. ● Provide a conclusion that follows from and reflects on the narrated experiences or events.
Production and Distribution of Writing	1. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) 2. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. 3. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.
Research to Build and Present Knowledge	1. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. 2. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. 3. Draw evidence from literary or informational texts to support analysis, reflection, and research. ● Apply grade 8 Reading standards to literature (e.g., "Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new"). ● Apply grade 8 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced").
Range of Writing	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
Grade 8 Speaking and Listening Standards	
Comprehension and Collaboration	1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly. ● Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

	● Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. ● Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, ideas. ● Acknowledge new information expressed by others and, when warranted, qualify or justify their own views in light of the evidence presented. 2. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation. 3. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.
Presentation and Knowledge of Ideas	1. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation. 2. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest. 3. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
Grade 8 Language Standards	
Conventions of Standard English	1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. ● Explain the function of verbs (gerunds, participles, infinitives) in general and their function in specific sentences. ● Form and use verbs in the active and passive voice. ● Form and use verbs in the indicative, imperative, interrogative, conditional, and ● subjunctive mood. ● Recognize and correct inappropriate shifts in verb voice and mood. 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break. b. Use an ellipsis to indicate an omission. c. Spell correctly.
Knowledge of Language	3. Use knowledge of language and conventions when writing, speaking, reading, or listening. a. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).
Vocabulary Acquisition	1. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 reading and content, choosing flexibly from a range of

and Use	strategies. ● Use context (e.g., overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to meaning of a word or phrase. ● Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede). ● Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. ● Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). 2. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. ● Interpret figures of speech (e.g., verbal irony, puns) in context. ● Use the relationship between particular words to better understand each of the words. ● Distinguish among the connotations (associations) of words with similar ● denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute). Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Figure 1.4 (d) - Grade 8 Exit Standards -Algebra I[81]

Domain	Cluster	Standard
Real Number Systems	Use properties of rational and irrational Numbers	Explain why the sum or product of two rational numbers is rational; that the sum of a rational number and an irrational number is irrational; and that the product of a nonzero rational number and an irrational number is irrational.

[81] *Common Core State Standards Initiative: Preparing America's Students for College & Career.* (2018, March 25). Retrieved 2018, from http:// http://www.corestandards.org/Math/Content/HSA/introduction/.

Quantities (N-Q)	Reason quantitatively and use units to solve problems.	1. Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays. 2. Define appropriate quantities for the purpose of descriptive modeling. 3. Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.
Seeing Structures in Expressions	Interpret the structure of expressions	1. Interpret expressions that represent a quantity in terms of its context. a. Interpret parts of an expression, such as terms, factors, and coefficients. a. Interpret complicated expressions by viewing one or more of their parts as a single entity. *For example, interpret P(1+r)n as the product of P and a factor not depending on P.* Use the structure of an expression to identify ways to rewrite it. *For example, see x4 - y4 as (x2)2 -(y2)2, or see 2x2 + 8x as (2x)(x) + 2x(4), thus recognizing it as a polynomial whose terms are products of monomials and the polynomial can be factored as 2x(x+4).*
	Write expressions in equivalent forms to solve problems	Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression. a. Factor quadratic expression to reveal zeros of function it defines. Complete the square in a quadratic expression to reveal the maximum or minimum value of the function it defines. Use the properties of exponents to transform expressions for exponential functions. For example, the expression 1.15t can be rewritten as (1.151/12)12t ≈ 1.01212t to reveal the approximate equivalent monthly interest rate if the annual rate is 15%.
Arithmetic with Polynomials and Rational Expressions	Perform arithmetic operations on polynomials	1. Understand that polynomials form a system analogous to the integers, namely, they are closed under the operations of addition, subtraction, and multiplication; add, subtract, and multiply polynomials.
	Understand relationship between zeros and factors of Polynomials	Identify zeros of quadratic functions and use the zeros to sketch a graph of the function defined by the polynomial.

Creating Equations	Create equations that describe numbers or relationships	1. Create equations and inequalities in one variable and use them to solve problems. *Include equations arising from linear, quadratic, and exponential functions.* 2. Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales. 3. Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or nonviable options in a modeling context. *For example, represent inequalities describing nutritional and cost constraints on combinations of different foods*. 4. Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations. *For example, rearrange Ohm's law V = IR to highlight resistance R*.
Reasoning with Equations	Understand solving equations through reasoning and explanation	Explain each step in solving a simple equation as following from the equality of numbers asserted at the previous step, starting from the assumption that the original equation has a solution. Construct a viable argument to justify a solution method.
Reasoning with Equations	Solve equations and inequalities in one variable	1. Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters. 2. Solve quadratic equations in one variable. a. Use the method of completing the square to transform any quadratic equation in x into an equation of the form (x – p) 2 = q that has the same solutions. Derive the quadratic formula from this form. b. Solve quadratic equations by inspection (e.g., for x 2 = 49), taking square roots, completing the square, the quadratic formula and factoring, as appropriate to the initial form of the equation. Recognize when the quadratic formula gives complex solutions and write them as a ± bifor real numbers a and b.
	Solve systems of equations	1. Prove that, given a system of two equations in two variables, replacing one equation by the sum of that equation and a multiple of the other produces a system with the same solutions. 2. Solve systems of linear equations exactly and approximately (e.g., with graphs), focusing on pairs of linear equations in two variables.

Reasoning with Equations	Represent and solve equations and inequalities graphically	1. Understand that the graph of an equation in two variables is the set of all its solutions plotted in the coordinate plane, often forming a curve (which could be a line). 2. Explain why the x-coordinates of the points where the graphs of the equations y = f(x) and y = g(x) intersect are the solutions of the equation f(x) = g(x); find the solutions approximately, e.g., using technology to graph the functions, make tables of values, or find successive approximations. Include cases where f(x) and/or g(x) are linear, polynomial, rational, absolute value, exponential, and logarithmic functions. 3. Graph the solutions to a linear inequality in two variables as a half- plane (excluding the boundary in the case of a strict inequality), and graph the solution set to a system of linear inequalities in two variables as the intersection of the corresponding half-planes.
Interpreting Functions	Understand the concept of a function and use function notation	1. Understand that a function from one set (called the domain) to another set (called the range) assigns to each element of the domain exactly one element of the range. If f is a function and x is an element of its domain, then f(x) denotes the output of f corresponding to the input x. The graph of *f* is the graph of the equation y = f(x). 2. Use function notation, evaluate functions for inputs in their domains, and interpret statements that use function notation in terms of a context. 3. Recognize that sequences are functions, sometimes defined recursively, whose domain is a subset of the integers. For example, the Fibonacci sequence is defined recursively by f(0) = f(1) = 1, f(n+1)= f(n) + f(n-1) for n ≥1.
Interpreting Functions	Interpret functions that arise in applications in terms of the context	1. For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity. 2. Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes. For example, if the function h(n) gives the number of person-hours it takes to assemble n engines in a factory, then the positive integers would be an appropriate domain for the function. 3. Calculate and interpret the average rate of change of a function (presented symbolically or as a table) over a specified interval.

		Estimate the rate of change from a graph.
Building Functions	Analyze functions using different representations	1. Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases. ● Graph linear and quadratic functions and show intercepts, maxima, and minima. ● Graph square root, cube root, and piecewise-defined functions, including step functions and absolute value functions. 2. Write a function defined by an expression in different but equivalent forms to reveal and explain different properties of the function. a. Use the process of factoring and completing the square in a quadratic function to show zeros, extreme values, and symmetry of the graph, and interpret these in terms of a context. 3. Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). Example: given a graph of one quadratic function and an algebraic expression for another, say which has larger maximum.
Building Functions	Build a function that models relationship between two quantities	1. Write a function that describes a relationship between two quantities. Determine an explicit expression, a recursive process, or steps for calculation from a context.
Building Functions	Build new functions from existing functions	Identify the effect on the graph of replacing f(x) by f(x) + k, k f(x), f(kx), and f(x + k) for specific values of k (both positive and negative); find the value of k given the graphs. Experiment with cases and illustrate an explanation of the effects on the graph using technology. Include recognizing even and odd functions from their graphs and algebraic expressions for them.
Linear, Quadratic and Exponential	Construct and compare linear, quadratic, and exponential	1. Distinguish between situations that can be modeled with linear functions and with exponential functions. ● Prove that linear functions grow by equal differences

Models	models and solve problems.	over equal intervals, and that exponential functions grow by equal factors over equal intervals. ● Recognize situations in which one quantity changes at a constant rate per unit interval relative to another. ● Recognize situations in which a quantity grows or decays by a constant percent rate per unit interval relative to another. 2. Construct linear and exponential functions, including arithmetic and geometric sequences, given a graph, a description of a relationship, or two input-output pairs (include reading these from a table). 3. Observe using graphs and tables that a quantity increasing exponentially eventually exceeds a quantity increasing linearly, quadratically, or (more generally) as a polynomial function.
Linear, Quadratic and Exponential Models	Interpret expressions for functions in terms of the situation they model.	4. Observe using graphs and tables that a quantity increasing exponentially eventually exceeds a quantity increasing linearly, quadratically, or (more generally) as a polynomial function
Interpreting Categorical Quantitative Data	Summarize, represent, and interpret data on a single count or measurement variable	1. Represent data with plots on the real number line (dot plots, histograms, and box plots). 2. Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets. 3. Interpret differences in shape, center, and spread in context of data sets, accounting for possible effects of extreme data points(outliers).
Interpreting Categorical Quantitative Data	Summarize, represent, and interpret data on two categorical and quantitative variables	1. Summarize categorical data for two categories in two-way frequency tables. Interpret relative frequencies in the context of the data (including joint, marginal, and conditional relative frequencies). Recognize possible associations and trends in the data. 2. Represent data on two quantitative variables on a scatter plot, and describe how the variables are related. ● Fit a function to the data; use functions fitted to data to solve problems in the context of the data. Use given functions or choose a function suggested by the context. Emphasize linear, quadratic, and exponential models. ● Informally assess the fit of a function by plotting and analyzing residuals.

		● Fit a linear function for a scatter plot that suggests a linear association.
Interpreting Categorical Quantitative Data	Interpret Linear	1. Interpret the slope (rate of change) and the intercept (constant term) of a linear model in the context of the data. 2. Compute (using technology) and interpret the correlation coefficient of a linear fit. 3. Distinguish between correlation and causation.
Major Content	Supporting Content	Additional Content

Figure 1.4 (e) - Grade 8 Exit Standards -Science[82]

Grade 8 Science Exit Standards	
Disciplinary Core Idea	Standards
8.PS2: Motion and Stability: Forces and Interactions	1) Design and conduct investigations depicting the relationship between magnetism and electricity in electromagnets, generators, and electrical motors, emphasizing the factors that increase or diminish the electric current and the magnetic field strength. 2) Conduct an investigation to provide evidence that fields exist between objects exerting forces on each other even though the objects are not in contact. 3) Create a demonstration of an object in motion and describe the position, force, and direction of the object. 4) Plan and conduct an investigation to provide evidence that the change in an object's motion depends on the sum of the forces on the object and the mass of the object. 5) Evaluate and interpret that for every force exerted on an object there is an equal force exerted in the opposite direction.

82 *Tennessee Department of Education.* (2018, March). Retrieved March25, 2018, from https://www.tn.gov/content/dam/tn/stateboardofeducation/documents/massivemeetingsfolder/meetingfiles4/10-20-17_III_J_Non-Substantive_Changes_to_Math_ELA__Science_Standards_Attachment_3_-_Science.pdf.

8.PS4: Waves and Their Applications in Technologies for Information Transfer	1) Develop and use models to represent the basic properties of waves including frequency, amplitude, wavelength, and speed. 2) Compare and contrast mechanical waves and electromagnetic waves based on refraction, reflection, transmission, absorption, and their behavior through a vacuum and/or various media. 3) Evaluate the role that waves play in different communication systems.
8.LS4: Biological Change: Unity and Diversity	1) Analyze and interpret data for patterns in the fossil record that document the existence, diversity, extinction, and change in life forms throughout Earth's history. 2) Construct an explanation addressing similarities and differences of the anatomical structures and genetic information between extinct and extant organisms using evidence of common ancestry and patterns between taxa. 3) Analyze evidence from geology, paleontology, and comparative anatomy to support that specific phenotypes within a population can increase the probability of survival of that species and lead to adaptation. 4) Develop a scientific explanation of how natural selection plays a role in determining

	the survival of a species in a changing environment. 5) Obtain, evaluate, and communicate information about the technologies that have changed the way humans use artificial selection to influence the inheritance of desired traits in other organisms.
8.ESS1: Earth's Place in the Universe	1) Research, analyze, and communicate that the universe began with a period of rapid expansion using evidence from the motion of galaxies and composition of stars. 2) Explain the role of gravity in the formation of our sun and planets. Extend this explanation to address gravity's effect on the motion of celestial objects in our solar system and Earth's ocean tides.
8.ESS2: Earth's Systems	1) Analyze and interpret data to support the assertion that rapid or gradual geographic changes lead to drastic population changes and extinction events. 2) Evaluate data collected from seismographs to create a model of Earth's structure. 3) Describe the relationship between the processes and forces that create igneous, sedimentary, and metamorphic rocks. 4) Gather and evaluate evidence that energy from the earth's interior drives convection cycles within the asthenosphere which creates changes within the lithosphere including plate movements, plate boundaries, and sea-floor spreading. 5) Construct a scientific explanation using data that explains the gradual process of plate tectonics accounting for A) the distribution of fossils on different continents, B) the occurrence of earthquakes, and C) continental and ocean

	floor features (including mountains, volcanoes, faults, and trenches).
8.ESS3: Earth and Human Activity	1) Interpret data to explain that earth's mineral, fossil fuel, and ground water resources are unevenly distributed as a result of geologic processes. 2) Collect data, map, and describe patterns in the locations of volcanoes and earthquakes related to tectonic plate boundaries, interactions, and hotspots
8.ETS1: Engineering Design	1) Develop a model to generate data for ongoing testing and modification of an electromagnet, a generator, and a motor such that an optimal design can be achieved. 2) Research and communicate information to describe how data from technologies (telescopes, spectroscopes, satellites, and space probes) provide information about objects in the solar system and universe.
PS= Physical Sciences, LS= Life Sciences, Earth and Space Sciences (ESS), Engineering Technology, and Applications of Science (ETS)	

Figure 1.4 (f) - Grade 8 Exit Standards -Social Studies[83]

Grade 8 Social Studies Exit Standards
Colonization (1607-1750) Students will examine the European settlement of North America, geographic features that influenced early colonies, and the social, religious, political, and economic reasons for colonization.

83 *Tennessee Department of Education.* (2018, March). Retrieved March 25, 2018, from https://www.tn.gov/content/dam/tn/stateboardofeducation/documents/massivemeetingsfolder/meetingfiles4/7-28-17_IV_C_Social_Studies_Standards_Attachment_REVISED_7-28.pdf.

1. Explain the founding and development of Jamestown as the first permanent English colony, its early struggles, the economic and political structure, and role of the Powhatan people. (C, E, G, H, P)
2. Explain the founding and development of the Plymouth Colony, including the significance of: the Mayflower Compact, interactions with Squanto, and the role of religious freedom. (C, G, H, P)
3. Explain the founding and development of the Massachusetts Bay Colony, including the significance of:
4. a. Anne Hutchinson b. Role of theocracy c. Salem Witch Trials d. Town meetings (C, G, H, P)
5. Explain the motivation for and the founding of the Rhode Island and Connecticut Colonies, including the roles of Roger Williams and Thomas Hooker. (C, G, H, P)
6. Analyze the economic motivation for the Dutch founding New Netherlands, the diverse population of the colony, and the transition to the English colony of New York. (C, E, G, H, P)
7. Analyze the founding of Pennsylvania as a haven for Quakers and the tolerance that drew many different groups to the colony, including the significance of:

a. William Penn
b. Philadelphia
c. Relationship with American Indians d. Role of women (C, E, H, P)

1. Explain the reasons behind the settlement of the Georgia Colony, including: its designation as a "debtor" colony, its function as a "buffer" colony, and the role of James Oglethorpe in its founding.
2. Locate and identify the Thirteen Colonies, and describe how their location and geographic features influenced regional economic development. (E, G, H, P)
3. Compare and contrast the locations and goals of British, French, and Spanish settlements in North America. (C, E, G, H, P)
4. Identify the origins and development of slavery in the colonies, overt and passive resistance to enslavement, and the Middle Passage. (C, E, G, H, P)
5. Describe the significance of the First Great Awakening, including its role in unifying the colonies and the growth of religious tolerance. (C, H)
6. Explain the Navigation Acts and the policy of mercantilism. (E, G, H)

(C, E, G, H, P)

The American Revolution (1700-1783) Students will explore the growing tensions between Great Britain and its colonies as well as the major events and outcomes surrounding the American Revolution.

1. Explain the significance of the Ohio River Valley leading to the French and Indian War and the events and consequences of the conflict, including: the massacre at Fort Loudoun, the Treaty of Paris of 1763, war debt, and the Proclamation Line of 1763. (C, E, G, H, P, T)
2. Explain the political contributions of Benjamin Franklin to the U.S., including the "Join or Die" cartoon and Albany Plan of Union. (C, E, H, P)
3. Analyze the social, political, and economic causes of the events and groups of the American Revolution, including: The Quartering Act, 1765,The Stamp Act, 1765,The Declaratory Act, 1766,The Townshend Acts, 1767,The Boston Massacre, 1770, The Boston Tea Party, 1773,Intolerable/Coercive Acts, 1774, Sons of Liberty(C,E,G,H,P)
4. Explain the historical purposes and consequences of Thomas Paine's Common Sense. (C, H, P)
5. Locate and explain the significance of the battles of the American Revolution prior to the signing of the Declaration of Independence, including Lexington and Concord and Bunker (Breed's) Hill. (C, E, G, H, P)
6. Explain the historical and present-day significance of the Declaration of Independence. (T.C.A. § 49-6-1028) – (C, G, H, P)
7. Compare and contrast the points of view of Loyalists and Patriots. (C, G, H, P)
8. Locate and explain the significance of the following during the American Revolution: Struggles of the Continental Army, Battles of Trenton and Princeton, Battle of Kings Mountain, Battle of Saratoga, Battle of Yorktown, Guerrilla warfare. (C, H, P, T)

The New Nation (1775-1800) Students will explore the foundation of U.S. government, the principles of the Articles of Confederation and the U.S. Constitution, and the individuals who played influential roles in the development of the new nation. In addition, students will examine the steps taken by Tennessee to achieve statehood and the initial development of government.

1. Students will explore the foundation of U.S. government, the principles of the Articles of Confederation and the U.S. Constitution, and the individuals who played influential roles in the development of the new nation. In addition, students will examine the steps taken by Tennessee to achieve statehood and the initial development of government. (E, G, H, P, T)
2. Describe the roles of James Madison and George Washington during the Constitutional Convention, and analyze the major issues debated, including the Great Compromise and the Three-Fifths Compromise. (T.C.A. § 49-6-1028)- (E, H, P, TCA)
3. Examine the principles and purposes of government articulated in the Preamble and principles stated in the Constitution, including: the separation of powers, federalism, and checks and balances. (T.C.A. § 49-6-1028)- (H, P, TCA)
4. Describe the conflict between Federalists and Anti-Federalists over the ratification of the Constitution, including the protection of individual rights through the Bill of Rights and concern for states' rights. (T.C.A. § 49-6-1028)-(H, P, TCA)
5. Analyze the major events of the administration of President George Washington, including: the precedents he set, Whiskey Rebellion, and ideas presented in his farewell address. (E, G, H, P)
6. Explain how conflicts between Thomas Jefferson and Alexander Hamilton resulted in the emergence of two political parties by analyzing their views on foreign policy, economic policy, a national bank, and strict versus loose interpretation of the Constitution. (C, E, G, H, P)

1. Explain the controversies that plagued the administration of President John Adams, including: the conflicts with Great Britain and France, the XYZ Affair, and the Alien and Sedition Acts. (E, G, H, P)
2. Identify how westward expansion led to the statehood of Tennessee and the importance of the first state constitution (1796). (T.C.A. § 49-6-1028)-(G, H, P, T, TCA)

Growth of a Young Nation (1800-1820) Students will analyze the strengthening of the judicial branch, the major events of Thomas Jefferson's presidency, the War of 1812, and the role of the U.S. on the world stage.

1. Analyze the significance of the election of 1800 and Chief Justice John Marshall's opinion in Marbury v. Madison. (H, P)
2. Explain the major events of Thomas Jefferson's presidency, including: Conflict with the Barbary pirates, Embargo Act, Lewis and Clark Expedition, Louisiana Purchase (E, G, H, P)
3. Explain the causes, course, and consequences of the War of 1812, including: Use of impressment and trade restrictions between the U.S. and Great Britain, Roles of Andrew Jackson and William Henry Harrison, Significance of the Treaty of Ghent, Rise in nationalism in the U.S. (C, E, G, H, P, T)
4. Identify and locate the changing boundaries of the U.S. as a result of the Convention of 1818 and the Adams-Onis Treaty. (G, P)
5. Analyze the purpose and effects of the Monroe Doctrine. (E, H, P)

Sectionalism and Reform (1790s-1850s) Students will analyze the social, political, and economic development of the North and South during the early 19th century, including the growth of sectionalism and reform movements.

1. Describe the development of the agrarian economy in the South, the locations of the cotton-producing states, the significance of cotton and the cotton gin, and the founding of Memphis as a center for cotton and the slave trade. (C, E, G, H, P, T)
2. Analyze the characteristics of Southern society and its influence on the social and political conditions prior to the Civil War. (C, E, G, H, P, T)
3. Identify the conditions of enslavement and explain how slaves adapted to and resisted bondage in their daily lives, including Nat Turner's revolt. (C, G, H)
4. Explain the development of the American Industrial Revolution, including: Eli Whitney and interchangeable parts, Emergence of trade unions, Lowell System, Role of the textile industry, Samuel Slater. (C, E, G, H, P)
5. Describe how technological developments affected the growth of the industrial economy and cities in the North. (C, E, G, H, P)
6. Identify the push-pull factors for Irish and German immigrants and describe the impact of their arrival in the U.S. prior to the Civil War. (C, E, G, H, P)
7. Analyze the development of roads, canals, railroads, and steamboats throughout the U.S., including the Erie Canal and the National Road. (C, E, G, H, P)
8. Describe the significance of the Second Great Awakening and its influence on reform in the 19th century. (C, H)
9. Analyze the development of the women's suffrage movement, including the Seneca Falls Convention, and the ideals of Susan B. Anthony, Elizabeth Cady Stanton, and Sojourner Truth. (C, H, P)
10. Analyze the significance of leading abolitionists, including William Lloyd Garrison, Frederick Douglass, Elihu Embree, and Harriet Tubman, and the methods they used to spread the movement. (C, E, H, P, T)

The Jacksonian Era (1824-1840) Students will analyze the impact of John Marshall on the strengthening of the judicial branch and the major events of Andrew Jackson's presidency.

1. Analyze the role played by Chief Justice John Marshall in strengthening the judicial branch, including the key decisions of the Supreme Court in Gibbons v. Ogden and McCulloch v. Maryland. (C, E, H, P)
2. Examine the importance of the elections of 1824 and 1828, including: the corrupt bargain, the spoils system, and Jacksonian Democracy. (C, G, H, P, T)
3. Examine President Andrew Jackson's actions regarding the Bank of the U.S. and the Nullification Crisis, and analyze the effects of these events on the nation. (C, E, H, P, T)
4. Describe the impact of the Indian Removal Act and the struggle between the Cherokee Nation and the U.S. government, including the significance of Worcester v. Georgia and the Trail of Tears. (C, G, H, P, T)
5. Identify that the Tennessee Constitution of 1834 expanded voting rights for non-property owners. (T.C.A. 49-6-1028) – (H, P, T, TCA)

Expansion and Division of the Nation (1820s-1860s) Students will analyze the social, political, and economic impact of expansion on the U.S., the growing tensions between the North and South, and how compromise sought to hold the country together.

1. Analyze the concept of Manifest Destiny and its impact on the development of the nation, and describe the economic incentives for westward expansion. (C, E, G, H, P)
2. Explain the reasons for and the provisions of the Missouri Compromise (i.e., Compromise of 1820) and its impact on expansion. (G, H, P).

1. Describe American settlements in Texas after 1821, the causes of the Texas War for Independence, the roles of David Crockett and Sam Houston, and the legacy of the Alamo. (C, G, H, P, T)
2. Analyze the reasons for and outcomes of groups moving west, including the significance of: Fur traders, Mormons, Oregon Trail, Santa Fe Trail. (C, E, G, H)
3. Identify the major events and impact of James K. Polk's presidency, including the annexation of Texas and the settlement of the Oregon boundary. (E, G, H, P, T)
4. Describe the causes and consequences of the Mexican War, including the controversy over the Rio Grande boundary and the Mexican Cession. (C, E, G, H, P)
5. Analyze the discovery of gold in California, its social and economic impact on the U.S., and the major migratory movement (including the forty-niners and Asian immigrants). (C, E, G, H)
6. Explain the reasons for and the impact of the Compromise of 1850 (including Henry Clay's role as "The Great Compromiser") and the Fugitive Slave Act (including Harriet Beecher Stowe's influence with Uncle Tom's Cabin). - (C, E, G, H, P)
7. Describe the significance of the Gadsden Purchase of 1853. (E, G, H)
8. Explain the motivations behind the passage of the Kansas-Nebraska Act of 1854, and analyze the effects of the compromise, including: Rise of the Republican Party, "Bleeding Kansas", Preston Brooks' attack on Charles Sumner,
9. John Brown's raid at Harper's Ferry. (C, G, H, P)
10. Analyze the Dred Scott v. Sandford decision and the resulting split between the North and South. (C, H, P)
11. Explain the arguments presented by Stephen Douglas and Abraham Lincoln on slavery in the Illinois Senate race debates of 1858. (C, H, P)

The Civil War (1860-1865) Students will examine the political changes that sparked the Civil War, the differences in the North and South, and the key leaders, events, battles, and daily life during the war.

1. Describe the election of 1860 and its candidates (i.e., John Bell, Stephen Douglas, Abraham Lincoln, and John Breckinridge), and analyze how the campaigns reflected sectional turmoil in the country. (C, G, H, P, T)
2. Describe the outbreak of the Civil War and the resulting sectional differences, including: Economic, geographic, and technological advances, Military strategies, Roles of President Abraham Lincoln and Jefferson Davis, Significance of Fort Sumter, Geographical divisions within states. (C, E, G, H, P, T)
3. Explain the significance of the following battles, events, and leaders during the Civil War, including: First Battle of Bull Run, Battle of Shiloh, Battle of Antietam, Battle of Gettysburg, Battle of Vicksburg, Sherman's March to the Sea, Surrender at Appomattox Court House, David Farragut, Nathan Bedford Forrest, Ulysses S. Grant, Thomas "Stonewall"Jackson, Robert E. Lee. (G, H, P, T)
4. Analyze the significance of the Emancipation Proclamation and the Gettysburg Address. (H, P)
5. Describe African American involvement in the Union army, including the Massachusetts 54th Regiment at Fort Wagner and the 13th U.S. Colored Troops in the Battle of Nashville. (T.C.A. § 49-6-1006)- (C, G, H, T, TCA)
6. Analyze how the writings of Sam Watkins and Elisha Hunt Rhodes illustrated the daily life of the common soldier. (C, H, T)

Reconstruction (1865-1877) Students will analyze the social, economic, and political changes and conflicts during Reconstruction, the events and lasting consequences of Reconstruction, and Reconstruction's impact on Tennessee.

1. Analyze the immediate political impact of the assassination of President Abraham Lincoln and Andrew Johnson's ascension to the presidency. (H, P, T)
2. Explain the significance of the 13th, 14th, and 15th Amendments to the U.S. Constitution. (E, H, P, T)
3. Analyze President Abraham Lincoln's Ten Percent Plan, President Andrew Johnson's Plan, and the Radical Republican Plan for Reconstruction. (C, E, G, H, P, T)
4. Identify the significance of the Tennessee Constitution of 1870, including the right of all men to vote and the establishment of a poll tax. (T.C.A. § 49-6-1028)- (H, P, T, TCA)
5. Analyze the conflict between President Andrew Johnson and the Radical Republicans, including Johnson's veto of the Tenure of Office Act and his impeachment. - (H, P, T)
6. Explain the restrictions placed on the rights and opportunities of freedmen, including: racial segregation, black codes, and the efforts of the Freedmen's Bureau to address the problems confronting newly freed slaves. (C, H, P, T)
7. Trace the rise of the Ku Klux Klan and vigilante justice in the South and in Tennessee, including the role of Governor William Brownlow. (C, H, P, T)
8. Explain the roles carpetbaggers and scalawags played during Reconstruction. (C, E, G, H, P)
9. Explain the Compromise of 1877 and its role in ending Radical Reconstruction. (C, H, P)

C= Culture, E= Economics, G=Geography, H= History, P= Politics/Government, T= Tennessee, TCA= Tennessee Code Annotated

1.7 Assessments

Charter school students must take the same State-mandated assessments as students in other public schools. Charter schools also administer additional interim assessments. In this section:

(a) Identify the primary interim assessments the school will use to assess student learning needs and progress throughout the year. Explain how these interim assessments align with the school's chosen curriculum, performance goals, and state standards.

We will measure academic performance and progress toward school goals by administering state- mandated assessments, nationally normed assessments in reading comprehension and mathematics, national literacy inventories, and standards-based internal assessments in the core subjects each year. Cumulatively, our assessments will: (1) provide the Board, leaders, and teachers feedback on students' academic progress and how assessments align with grade-level standards and selected curriculum; (2) provide SCS, the Board, leaders, teachers, parents and students a holistic perspective of student progress in comparison with peers across the district and state; (3) provide leaders, teachers,parents, and students information about students' strengths and areas for improvements; (4) provide Shelby County Schools, the Board, leaders, teachers, parents, and students clear information about students' college readiness according to TN Academic Standards; (5) inform leaders and teachers on areas to strengthen curriculum, instruction, and professional development; and (6) inform the Board and leaders regarding allocation of resources and professional development of teachers.

Assessments that are state mandated will be administered. TCAP and MAP if it is still state mandated will be administered will all accommodations, modifications, and ILP Plans considerations.

Interim Assessments will be teacher made with skills and standards taught with cumulative material being the goal for the item selection method for questions and summary. The assessment will align with state standards and will be accessible for all students. Performance goals set will be according to the goals set by the state of Tennessee.

Teachers could also implement common assessments around standards that were covered during the grading period.

ANET-Consulting for Interim Assessments Company-Can also be implemented as a part of Common Assessments. They come in and train teachers –guiding towards state standards using a scope and sequence for the Cumulative Common Assessment.

Rich ED Academy of Leaders Academy Assessments Overview[84]

Type	Grade Level(s)	Title	Frequency	Purpose	Data Collection & Use
National Normed Referenced Assessments	All	NWEA MAP	Three times per year (Fall, Winter, Spring)	The purpose of the NWEA MAP is to measure the performance of our students compared to their peers nationally. It is also used to measure individual student growth over one academic year and over time enrolled in our school.	We will use the NWEA MAP Student Progress Report to determine each student's RIT level. We will use the Learning Continuum Report to provide individual support for student skill gaps and to differentiate blended learning during Tier I instruction. Data will inform students' national ranking, part of our school's accountability plan.
State Mandated Assessment	Grades 6-8; Grade 8	TNReady EOC-Algebra I	Once per year; spring End of grade 8	The purpose of the TNReady and Algebra I assessments is to measure students' progress toward mastery of the Tennessee Academic Standards (TAS).	We will use TNReady and Algebra I EOC data to plan curricular priorities for upcoming year and cohorts. For Algebra I, data will show if scholars are on track for success in high school math.
Interim Assessments	Grades 6-8	ANET Interim Assessments	Every 6 to 8 weeks (Four times per year)	The purpose of ANET assessment is to measure progress towards mastery of TAS and college-ready standards. It allows us to evaluate student achievement in comparison to other schools with similar demographics.	We will review student performance by cohort and individual score reports to find trends and set instructional priorities. We will follow a data protocol, analyzing data on a designated data day.

[84] The assessment schedule is aligned with Shelby County Schools' Office of Assessment.

Unit Assessments	All grades	End-of-Unit Assessment (Engage NY) for math and internally created assessments for literacy, science, and social studies (created by the HOS in Y1-Y3, and by the Dean of Academics in subsequent years with the support of HOS)	Given after each unit in all subjects	The purpose of unit assessments is to measure our students' progress towards mastery of the standards covered in a unit of study.	We will use data to assess and inform instruction, curriculum, supports and interventions, including adjusting Tier I instruction. The Head of School will lead teachers to analyze student work to determine student misconceptions and plan for upcoming small group instruction for remediation or to adjust curriculum.
Weekly Assessments	All grades	Internally created weekly assessments, created by teachers and modeled on interim assessments.	Once per week in classrooms	The purpose of weekly assessments is to measure performance and progress towards our academic goals weekly.	Data will be posted inside classrooms for students and teachers to review weekly performance towards standards mastery. Students and parents will receive summary of weekly academic progress in weekly folders and Powerschool reports.
Daily Assessments	All	Internally created daily assessments that assess student mastery, created by teachers modeled on interim assessments.	Once per day per subject in classrooms after a lesson	The purpose of daily assessments is to track performance and progress towards our academic goals daily basis and to assess instructional effectiveness.	We will use daily data to assess and adjust instruction, gauge individual student mastery of objectives, and determine targeted supports for students where needed.
National Normed Literacy Assessments	6-8	Fountas and Pinnell (F&P)	Given 4-5 times per year	Purpose of F&P is to measure student progress in literacy in grades 6-8.	We will use F&P data to inform daily literacy instruction, reading groups, and literacy interventions.
Other Assessments	Grade 8	ACT Aspire/ACT	ACT Aspire given at end of grade 8	The purpose of ACT Aspire is to gauge how students are predicted to perform on college entrance exams in grade 8.	Data collected will help our Director of Student Supports make choices about selective high schools that might be a good fit for a student. The results are used

					for placement and application to high school options.
	6-8	AIMSweb easyCBM	AIMSweb (Fall, Winter, Spring) and easyCBM (weekly) are used in the RTI2 mode	The purpose of AIMSweb and easyCBM is progress monitoring of schoolwide intervention for RTI2as designated in the SCS RTI2 Implementation Manual.	We will maintain the data in students' RTI2 files and conduct data meetings with RTI2 teams on Mondays.
	6-8	WIDA	Upon enrollment for students who may be eligible for ELL services	WIDA Screener is an English language proficiency assessment given to incoming students in Grades 1–12 to assist educators in identifying students as English language learners (ELLs).[85]	We will use WIDA data to determine ELL services with consent of the parent.

(b) Explain how the school will measure and evaluate academic progress of individual students, student cohorts, sub-groups, and the entire school throughout the school year, at the end of the academic year, and for the term of the charter agreement.

Following is a description of how Rich ED Academy of Leaders will measure and evaluate academic progress for individual students, student cohorts, subgroups, and the entire school throughout the school year, at the end of the academic year, and for the term of the charter agreement:

Measuring Student Academic Progress. The Head of School, Dean of Student Supports and Culture and Dean of Academics will analyze student academic progress and develop teachers to use data to inform instruction. We will look at trends in the data for absolute student performance on TNReady to measure student progress toward mastery of the TAS. TNReady results also will allow us to evaluate student growth from year to year on the Tennessee Value-Added Assessment System (TVAAS). We will administer the NWEA MAP to ensure all students are competitive with their peers nationally and to track each student's academic growth over the course of one year and across multiple years. We will use each student's RIT levels to select books offered during independent reading times. The MAP will give us national comparison data that will help us make curricular decisions and changes during the year and from one year to the next. The Learning Continuum Reports, Student Progress Reports, Lexile levels, and goal-to-actual RIT scores will give us measures of the progress students are making at three benchmarks in the Fall, Winter, and Spring.

[85] https://www.wida.us/FAQs/WIDAScreener.aspx.

Upon enrollment and before the start of school, we will give all students a reading and math assessment to obtain a baseline of their skills. This will also begin the process for identifying our intervention groups and immediately identifying students at academic risk or ready for enrichment beyond their current grade level. This will be the precursor to our RTI2 process. In accordance with TN State Board of Education English As A Second Language (ESL) Program Policy 3.207[86], we will administer the WIDA ACCESS to ELL students during the WIDA ACCESS test administration window to determine eligibility for students to exit the ELL program. Students scoring 5.0 or higher for composite and 4.0 or higher for literacy may be exited from ESL direct services. Students who exit ESL direct services shall be considered transitional ELLs for four consecutive school years and will be tracked and monitored by our ELL staff. During the transition, students will be served as needed during years 1-2. Transitional ELL students will be served in the general education classroom with a dually certified teacher (elementary and ESL endorsement) and will be monitored for two years to ensure a successful transition. Throughout the year, we will disaggregate subgroup data to adequately monitor all tiers (T1, T2, T3 and T4) of ELL students. If a transitional ELL student demonstrates difficulty in the general education classroom, he/she will receive targeted intervention from the ELL teacher for pull-out services. If the intervention-targeted intervention is unsuccessful for the student, the student will be reclassified as an ELL. If a student transfers into Rich ED Academy of Leaders has exited from ESL services by another state or entity, we will uphold the current status and monitor the student for continued academic progress.

Student Academic Progress

Levels of Measurement	Description
Individual	We will assess individual student academic performance and progress on absolute, comparative, and growth measures through assessments listed above.
Student Cohort	We will measure the academic progress of student cohorts in each grade level and from year to year to identify trends among cohorts of students.
Subgroups	We will measure subgroup academic progress on all assessments listed above. The Curriculum/SPED Coordinator, Inclusion Specialists, Dean of Student Supports & Culture will work with the Head of School to analyze the performance of particular subgroups (economically disadvantaged, students with disabilities, English Language Learners, at risk, and gifted) in comparison to overall student performance and after each round of assessments within that particular assessment cycle.
Entire School	We will assess whole-school performance and progress on absolute, comparative, and growth measures through assessments listed in our Overview.

[86] Ibid.

Evaluation of Student Academic Progress. The Head of School and Inclusion Specialist (years 1 and 2) and Curriculum/SPED Coordinator (in years 3-4) and Dean of Student Supports & Culture (year 5-6) and the Dean of Academics (beginning Year 6) in subsequent years will lead teachers in analyzing data to support student learning. We believe in looking at student work alongside empirical and quantitative data to determine mastery of content and skills for students; we will tailor our remediation and reteaching to target specific gaps we see in the data. We will also analyze data to inform teacher development and coaching cycles. In compliance with RTI2 implementation, we will ensure ongoing collection of data for all students, which will ensure we are closing achievement gaps among subgroups (at risk, ELL, SWD, economically disadvantaged), individual students, and cohorts of students.

Rich ED Academy of Leaders Response to Student Academic Progress

Levels of Response to Student Academic Progress	Description
Individual	We will respond to individual student data on all assessments by adjusting and informing curriculum and instruction. We will also provide students with the interventions and supports needed to close achievement gaps.
Student Cohort	We will respond to student cohort data on all assessments by adjusting and informing curriculum and instruction. We will provide students with interventions and supports to close gaps. We will review cohort data for trends and provide support and professional development for teachers to effectively teach students.
Subgroups	We will respond to subgroup data by performing a subgroup gap analysis to measure performance of subgroups in comparison to other students. The Curriculum/SPED Coordinator, Inclusion Specialists, or Dean of Student Supports & Culture will work with the Head of School to devise an action plan for support and interventions to all subgroups. The Board will monitor the subgroup's academic progress monthly through the Academic Achievement Data Dashboard.
Whole School	We will respond to school's student academic progress by using data to set annual academic priorities. We will determine support and professional development to ensure school is ontrack for meeting academic goals set forth in our charter. The Board will monitor the school's student academic progress monthly through the Academic Achievement Data Dashboard and completes an evaluation for the school leader informed by student academic progress.

TCAP and School EasyCBM Data will be included in the data cycle towards end of year academic performance.

(c) Identify the person(s), position(s), and/or entities that will be responsible and involved in the building testing coordination.

The Head of School with the support of the Business Manager will be responsible for testing coordination of all state and national assessments with the support of the Head of School. Our Proposed Head of School, Lytania Black, has more than five years of experience with testing coordination in the charter sector and has previously served as Building Test Coordinator at Southern Avenue Charter Schools. The Business Manager will function as the school's Testing Coordinator and will appoint a Testing Committee composed of the Coordinator and at least one teacher. The Committee will be responsible for assisting the Testing Coordinator with the delineation of duties. The Head of School (Y1-Y3) and Curriculum/SPED Coordinator (Y4- Full scale) will be responsible for the following:

- Meet with Testing Committee at least six weeks before state test to determine needs
- Meet with Committee at least three weeks before national test administration to determine needs
- Order supplies and testing materials based on total number of students
- Communicate with Student Supports Coordinator to ensure accommodations for IEPs and 504 plans
- Train and deliver staff professional development on assessment delivery and test security
- Create testing schedule aligned with the authorizer's assessment schedule
- Organize and distribute test materials to teachers and staff on test administration day
- Secure and return test materials to vendor/authorizer in location designated by each test's guidelines
- Review and analyze assessment results
- Lead teachers and staff in analysis of student results
- Assisting Dean of Student Supports & Culture (beginning Year 3) with preparation of data report on schoolwide level
- Communicate test results schoolwide and to all stakeholders

The Curriculum/SPED Coordinators and Inclusion Specialists will receive the same training with the Building Test Coordinator due to understanding the overall test verbiage. They will attend the TDOE Training to be trained to train the grade level test administrators. All teachers will receive training to ensure that guidelines are given, informed, and sign off on for compliance.

(d) Explain how the school will collect and analyze student academic data, use data to inform and improve instruction, and report that data to the school community.

Rich ED Academy of Leaders will ensure the collection and analysis of student academic data, use data to inform and improve instruction, and report data to all stakeholders. Led by the Head of School and school leadership team, (as hired) and we will use *Driven by Data: A Practical Guide to Improve Instruction*[87] to define our approach toward the analysis of student academic data, and as based on the proven practices of high- performing charter schools across the nation.[88]

Teachers will administer rigorous assessments, as prescribed in our Assessment Portfolio, to inform high- quality instruction and student supports. The Head of School, and School Leadership Team as hired, and the Dean of Academics will lead teachers in completing deep, after each assessment analysis of assessment results to make instructional changes that ensure higher student academic progress. Our Founder has completed leadership residency at and has established an ongoing supportive relationship with High Tech High Charter Network (San Diego, CA), a school that conducts these data analysis meetings, and has been trained in leading effective assessment analysis meetings with teachers and how to create a productive data-driven culture that defines a higher bar for rigor for all

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87 Bambrick-Santoyo, Paul. *Driven by Data: A Practical Guide to Improve Instruction*. San Francisco, CA: Jossey-Bass, 2010.

88 Leaders who have been trained in this data-driven instructional model are now leading some of the highest-gaining or highest-achieving schools in eight cities across the country: Chicago, Baltimore, Oakland, New York, New Orleans, Washington, DC, Newark, and Rochester, NY. These are district schools and charter schools, small and large, elementary and high schools.

learners. We will follow up data analysis trainings for teachers with observation and feedback, curriculum planning, and professional development.

In the classroom, teachers will use data to make decisions and inform future instruction through aggressive monitoring of student work during class, ongoing checks for understanding, daily exit tickets, and weekly assessments. We will administer content-specific interim assessments on a 6- to 8- week cycle to provide data needed to inform and improve instruction; assessments are aligned with the content, skills, and rigor of the TAS and TNReady. Teachers and staff will receive specific training in summer professional development led by the Executive Director and Head of School, School Leadership Team as hired, and/or external experts to support their understanding of the purpose of each assessment, implementation of assessment tools, analysis of data collected, and communication of results and outcomes to our stakeholders. We will communicate our assessment data to our school community in the following ways:

Board of Directors – The HOS will report school academic data to the Academic Achievement Committee at two prior to the scheduled board meeting for review. The Academic Achievement Committee will report the data to the entire board for review and updates.

Families - Through our scheduled REAL World LIVE, parent meetings, Family Council, REAL Partner Collaboratives,Monthly Newsletter, and website, the Executive Director will be responsible for communicating school-wide data to families. The Board of Directors will produce an annual report containing the organizations growth towards its organizational goals, which include schoolwide academic achievement data.

The General Public - We will public overall schoolwide data to our website, report via our annual report as an organization, and monthly newsletters.

School Staff - The HOS will lead the staff in a review of schoolwide data during scheduled Data Days throughout the year reflected on our school calendar.

(e) Identify the person(s), position(s), and/or entities that will be responsible and involved in the collection and analysis of assessment data.

School staff and leadership roles involved in collecting and analyzing assessment data are outlined below.

Rich ED Academy of Leaders Data Collection

Persons/Positions	Responsibilities for Collection and/or Analysis of Assessment Data
Teachers	Collect and analyze classroom data, including but not limited to, daily exit tickets, checks for understanding, weekly assessments, unit assessments, NWEA MAP, and F&P. Analyze and apply student data to reteach lessons, inform reading groups, create interventions, and address skills students need to master. Data is collected Fall, Winter, and Spring for assessment given for Reading, Math, Social Studies, Science, and Writing. It is reviewed frequently for student overview for improvement of student achievement.

School Leadership (Head of School, School Directors/ Coordinators, Dean of Academics, and Student Supports	Collect and analyze schoolwide data, including but not limited to, daily exit tickets, checks for understanding, weekly assessments, ANET unit assessments, NWEA MAP, and F&P to develop instructional priorities for the school. Analyze student data to support, coach, and develop teachers. The Head of School will report summary data, disaggregated by subgroup, monthly to the Board's Academic Achievement Committee for review and monthly sharing with the entire Board via the Academic Data Dashboard.
Board of Directors	The Academic Achievement Committee will review schoolwide data, including NWEA MAP, Fountas & Pinnell, interim assessment, and unit assessment data, and recommend corrective actions if the Academic Achievement Data Dashboard shows consistent underperformance toward any goals. The Academic Achievement Committee Chair will lead the discussion with the Board of Directors in reviewing the monthly school achievement data.

(f) Describe the process for collecting data, interpreting it for classroom teachers, and leading or coordinating professional development to improve student achievement.

During our data analysis days, teachers will engage in a full day of analyzing schoolwide, cohort, subgroup, and individual student data. All teachers and leaders will develop an action plans responding to the trends and analysis of gaps in student academic performance. Teachers and leaders will emerge with a clear plan for intervention and reteaching opportunities for all learners. The Head of School and School Leadership Team as hired will lead teachers through a deep-dive analysis of assessment questions to understand student data through the following series of questions: (1) What misunderstandings are revealed in the data? (2) Why do you think students failed to reach mastery? (3) What gaps in the instruction of the standard contributed to these misunderstandings? (4) What will you do to help students achieve mastery? (5) What support should we provide for these students? (6) What techniques will you use to address these standards?

(g) Explain the training and support that school leadership and teachers will receive in analyzing, interpreting, and using performance data.

The Head of School in Years 1-3, the Curriculum/SPED Coordinator in Years 4-5, and the Dean of Academics in subsequent years will provide teachers ongoing coaching and development in using student data to inform instruction. Teachers will participate in weekly coaching through one-on-one meetings with either the Head of School (Y1-Y3), the Curriculum Coordinator (Y4-Y5), or the Dean of Academics (beginning Year 6 and subsequent years). During weekly schoolwide professional development on Mondays, teachers will review student academic progress in weekly RTI2 Data Team meetings and receive training on interventions for all learners.

Instructional staff will receive 14 days of professional development in analyzing, interpreting, and using performance data. These days are set aside for data analysis of student academic progress within our RTI2 model and for analysis of all assessments listed in the Assessment Portfolio Overview. Our weekly school schedule provides 1.5 hours of professional development and one-on-one coaching sessions. Teachers will receive training for disaggregation of data for MAP—learning how to interpret and group according to score RIT Bands and utilizing the MAP Tool for practices around pulling the learning continuum within the MAP PD. Teachers will receive training for EasyCBM, PASS, PWRS, GoMath and how to disaggregate data for each program and utilize the program for student skill retention. Leadership will follow up with Grade Team Leaders revisiting the PD's during the weekly data meetings and implement RIT band and suggestions via the assessments and progress monitoring as identified by data reviewed. During 4 Data Days, teachers will analyze F&P assessment data. Teachers will create

data action plans to immediately reteach and provide remediation for students showing low mastery and to adjust future instruction if needed. Our school leadership will also continue to engage in professional development with school leaders of other high-performing charter schools in the region.

1.8 School Calendar and Schedule

In this section:

(a) Provide the annual academic calendar for the school as **Attachment A**.

Attachment has been included.

(b) Explain how the annual academic calendar reflects the needs of the academic program

REAL has structured the design of its calendar to fully implement a 21st century educational incubator for girls. Basically, this is a transition to curriculum that is integrated, interdisciplinary, infused in the liberal arts through an experiential approach. The further we move on the continuum from traditional to 21st century learning, the more we will see curriculum that is student-centered and student-driven. we will see more of students designing their own interdisciplinary-projects, and we will see teachers moving from the role of "giver of knowledge" delivered via lecture and assignments, to facilitator and advisor of students.

This does not mean that the standards, Common Core State Standards or otherwise, are abandoned. It means that the learning experiences of students will be truly personalized and relevant. Personalized is not the same as a micro-skills computer program, taking students from one level to the next. Individualized education means that it is designed and guided by each student's interests, experiences, and learning styles; it also means that the learning itself is not "time-based" but "outcome-based". A student naturally learns at different rates, and REAL has designed a daily schedule and school calendar to accommodate that.

Once the Physical Environment to support 21st century experiential learning is in place, REAL seeks to construct a more meaningful and productive daily schedule for students, and teachers. Essentially, this provides for a more flexible daily schedule in which deeper, equitable, more relevant, experiential learning can happen.

Because of REAL's small-school learning environment, it will be possible to reconstruct the schedule in order to provide students with a meaningful, 21st century curriculum, which will include:

- A new **Annual Schedule**, which allows for more flexibility within the daily schedule for student learning and teacher facilitation.
- Collaborative daily planning time for interdisciplinary teacher teams
- Planning for student activities and rich learning experiences-This can be done without the added expense, or disruption, of hiring an army of substitutes. It simply requires a new way of looking at and reorganizing the schedule.
- An intensive summer institute- scheduled early enough so that teachers have ample time to do the research and planning before school begins. ("Professional Development" which enables real change should not be scheduled to take place in the final days of summer vacation, a few days before the first day of school each year. This time is when teachers are focused on getting their classrooms ready and putting the final touches on their curriculum plans.) Summer professional development (PD) is necessary for us to build staff culture and train teachers to achieve our desired results. We will base our summer PD on the models of high-performing charter schools such as the High Tech High Charter Network.

  During summer PD, we will norm and practice our intellectual preparation protocol for teachers to internalize their lessons. This professional development time will allow teachers to develop accuracy and precision in the delivery of instructional taxonomy practices vital to an academically rigorous school culture.

- Community & Culture-Each Monday morning (7:00-7:15), the huddle consists of all REAL staff for a brief overview and encouraging moment for the day and helps to build a sense of belonging and expectation of the building an engaging learning environment for both staff and students.
- Common Planning Times: All Staff-Each Monday (3:30-5:00pm). REAL provides staff development opportunities are provided that is free from the distractions of the day-to-day routine of school operations and involves all academic and vocational teachers.
    - REAL affords open and unstructured time in a relaxed atmosphere for academic teachers to share during Monday's professional development time (3:30-5:00pm)

We will operate on a quarterly schedule with 185 calendar days. The first school day in Year 1 will be July 19, 2021 and the last day will be May 25, 2022. The official school day for Mondays - Fridays runs from 8:00am to 3:15pm. Students will arrive in our building each day at 7:15am to eat breakfast and complete brainwork. The day begins with an opening advisory sessions (8:00-8:15) with instruction beginning immediately afterwards. Our academic calendar is organized on a quarterly and semester system. During the school year (not including summer institute), we will provide 9 Staff Professional Development Days, which include 4 Data Days and 5 Professional Development Days, to ensure our teachers are consistently equipped to deliver high-quality, data-driven instruction in all classrooms.

After-school programming will take place Tuesdays & Thursdays (3:30-5:00pm) for additional academic supports (as needed), sports, club and community-driven activities; and longer school year (additional five days) than existing schools to achieve its goal. The annual academic calendar will operate for 185 instructional days for all students, beginning one week prior to the district schedule and holding four Saturday sessions during the school year. The additional time offered by the after-school programming (as needed) and additional five instructional days will allow us to provide additional and intensive instruction in literacy and numeracy; embed differentiated academic supports during the school day; offer explicit character and self-discipline education to all students; and support students through their application/preparation for college and career. Academic Supports (Academic Coaching) will be provided to all students. However, Academic Support/Academic Coaching sessions are required for all students who do not meet specific lexile and course grade averages (have at least a 70% course average in these core subjects: (Math, English) and/or teacher referral. Academic Coaching will be apart of the agreed upon work time of Academic Coaches.

We will follow the holiday observances of Shelby County Schools for major holidays and vacations, including: Labor Day; October - Fall Break; Veterans Day and Thanksgiving Break; December and January - Winter Break; Martin Luther King, Jr. Day; March - Spring Break; April - Spring Break II; Memorial Day.

REAL is rooted in experiential learning. The middle school years are challenging. We struggle with keeping students academically engaged during these years of tremendous change. Experiential learning in all content areas (e.g., language arts, social studies, math, science, visual and performing arts, health) shifts the focus of teaching and learning from a set of known facts to a process modeled on the ways that experts in the field think and work. Each core content class will infuse experiential learning opportunities for students to align core content standards with real-world applications embedded in learning experiences of advocacy and empowerment, social inquiry and leadership. These opportunities will come in the form of: guest speakers, practicum opportunities, service learning, community service, outdoor/field exploration, student/professional partnership and mentorship, and relationships built with community stakeholders, businesses and organizations.

Middle School Learners will experience a continuum of interdisciplinary experiential assignments from grade 6 to 7 to 8, they can develop the knowledge, skills and stamina for independent learning that are required for success in high school, college and the world of work. Each school year is broken down into thematic focuses based upon the

key pillars of the school: Advocacy and Empowerment, Social Inquiry and Leadership.. The theme not only dictates students' final projects, but also impacts the curricula direction in each class. Thus, classes have a thematic link, which allows students to better understand not only the theme, but also the class content.
Each project period involves field experiences - off campus explorations that provide information and experiential knowledge that relates to the project. Projects also allow students to practice the planning, presentation and interpersonal skills that will be so important to them in higher education and careers.

We believe strong school culture drives strong academics and conclude each week with a schoolwide community celebration, an enthusiastic celebration of student learning including chants from our college- themed homerooms. At REAL, the entire school community will culminate the week with Community Circle (HOUSE). Once per month, we will invite families, community partnerships, and community organizations in to help us recognize and publicly praise both students and families.

To deliver high-quality instruction every single day, we will be informed by frequent and high-quality assessments planned into the school calendar. We assess students' mastery of foundational math skills through interim math assessments 3 times per year (Fall, Winter, Spring). We assess how our students are performing in comparison to their peers across the nation by administering the NWEA MAP three times per year (Fall, Winter, Spring). The NWEA MAP paired with other internally created, standards-based unit assessments will help us to continuously measure achievement and inform instruction, supports, and PD needs. Our assessment cycle, followed by data analysis on our data days and action planning for reteaching and intervention, will allow us to provide the excellent instruction our students need to be successful in middle school, high school, and college.

Our assessments will allow us to ensure all teachers are prepared to deliver the rigorous instruction our students need to be challenged and supported throughout their elementary education. During our 4 Data Days, teachers and leaders use data collected from Fountas & Pinnell (grades 6-8), classroom-level data from aggressive monitoring and daily and weekly quizzes, and interim assessments, to action-plan and determine our next steps for adjusting curriculum and instruction.

As part of our family engagement, our academic calendar includes frequent family events: annual Home Visits for all new families (March-May 2021), REAL World LIVE throughout the year (first one will be used as a parent orientation and back to school night on July 23rd), Parent/Family Orientations (April 29, June 24th, and July 29th), Student-Led Conferences and Parent Conferences. These events will give us the opportunity to inform parents of grade-level and school expectations, student progress, how to support their child's learning at home, and high school placement after grade 8. Our Business Manager will communicate with all via robocalls, flyers, and external school signage so that families can engage in their child's education.

REAL World LIVE is a time where we come together as a community with all stakeholders. Families, students, teachers, leaders, and community partners come together to celebrate student achievement and get information about how to support students on the path to college. Parents will have the opportunity to ask questions, practice strategies with teachers, and review programs useful for home support. We have set aside this time to recognize the achievements of our girls through the display of student work, showcase of student morning circle, inclusion of local college and community partners, core-values spotlights, and achievement award ceremonies. Families will attend parent conferences at the end of each quarter to keep informed of their child's progress.

(c) Describe the structure of the school day and week. Include the number of instructional hours/minutes in a day for core subjects such as language arts, mathematics, science, and social studies. Note the length of the school day including start and dismissal times.

The school will open at 7:30 a.m. and hold classes from 8:00 a.m.- 3:15 p.m. Monday through Friday (afternoons on Mondays are protected for targeted and ongoing teacher professional development). We will use a 7-period class schedule to incorporate intervention labs, advisory and our Electives course sequence. Core class periods will be 40-55 minutes/day. Additional programming – homework support/academic coaching, clubs and sports– will take place after 3:15 p.m. dismissal.

For each week, students will instructional time in the following subjects: Math, Science, Social Studies, English/Language Arts and Literacy. Each week students will also get at least 50 minutes of additional support in the following areas: Math, ELA, and Literacy through our REAL Intervention Labs. Students will receive over 90 minutes of dedicated literacy instruction in addition to content-driven literacy in other subject areas weekly.

General School Schedule (1st year of operation)

Draft Sample Daily Schedule					
	Monday	Tuesday	Wednesday	Thursday	Friday
7:00-8:00	School Opens – Teacher Morning Round-Up				
7:30-8:00	School Opens to Students-Students begin arriving to school-- Breakfast				
8:00-8:15	Morning Advisory				
8:15-9:05	Period I	Period I	Period I	Period I	Period I
9:10-10:00	Period II	Period II	Period II	Period II	Period II
10:05-10:55	Period III	Period III	Period III	Period III	Period III
11:00-11:55	Period IV	Period IV	Period IV	Period IV	Period IV
12:00-12:35	Lunch	Lunch	Lunch	Lunch	Lunch
12:40-1:25	Period V	Period V	Period V	Period V	Period V
1:30-2:20	Period VI	Period VI	Period VI	Period VI	Period VI
2:25-3:15	Period VII	Period VII	Period VII	Period VII	Period VII

Rich ED Academy of Leaders (REAL) Middle School Daily Schedule (Sample-Year 1)

	Monday	Tuesday	Wednesday	Thursday	Friday
7:00-8:00	School Opens-Morning Meeting/Staff Roundup, Breakfast, Student Arrival				
8:00-8:15	AM Greetings/ Advisory	AM Greetings/ Advisory	AM Greetings/ Advisory	AM Greetings/Advisory	AM Greetings/Advisory
8:15-9:05	Period 1-Math	Period 1	Period 1	Period 1	Period 1
9:10-10:00	Period 2-ELA	Period 2	Period 2	Period 2	Period 2
10:05-10:55	Period 3-Reading	Period 3	Period 3	Period 3	Period 3
11:00-11:45	REAL Intervention Lab-Literacy	Physical Education	REAL Intervention Lab-Math	Physical Education	REAL Intervention Lab-Science/Open
11:50-12:20	Lunch	Lunch	Lunch	Lunch	Lunch
12:25-1:20	Period 4-Social Studies	Period 4	Period 4	Period 4	Period 4
1:30-2:20	Period 5-Science	Period 5/Grade Level Planning	Period 5	Period 5	Period 5
2:25-3:15	Period 6 Electives/ Enrichment	Period 6 Electives/ Enrichment	Period 6 Electives/ Enrichment	Period 6 Electives/Enrichment	Period 6 Electives/Enrichment
3:30-5:00	No After School Tutoring/ Enrichment/ Clubs Common Planning/All Staff Meeting	After School Tutoring/ Enrichment/ Clubs	No After School Tutoring/ Enrichment/ Clubs	After School Tutoring/ Enrichment/Clubs	No After School Tutoring/ Enrichment/Clubs

Instructional Calculations Overview

Minimum hours/minutes per day and week devoted to academic instruction in each grade.
Year 1: all students will follow the same master schedule regarding instructional and non-instructional content. THis schedule is scaffolded as students matriculate through grades.

Core Subject	Instructional Minutes-*daily*	Instructional Hours-*weekly*
Math	50	4.16
Math Lab	At least 45 (weekly)*	n/a
Science	50	4.16
Science Lab	At least 45 (weekly)*	n/a
ELA	50	4.16
Reading/Writing Lab	At least 45 (weekly)*	n/a
Reading	50	4.16
Social Studies	50	4.16
	385 minutes	**20.8**

(d) Explain why the above schedule will be optimal for student learning. Provide the minimum number of hours/minutes per day and week the school will devote to academic instruction in each grade. Summarize how you will plan time for tiered interventions, enrichment, tutoring, and other academic activities.

All of our activities support our program to drive gains in academic achievement. REAL's daily schedule will provide enriched academic support throughout the school day and the optional time after school. To ensure that each student is successful in our program, extensive differentiated system supports will begin with additional instructional time for all students in ELA and mathematics and will include tutoring time/interventive supports during the school day.

For middle school students, Academic Support/Academic Coaching sessions are required for all students who do not meet specific lexile and course grade averages (have at least a 70% course average in these core subjects: (Math, English) and/or teacher referral. Our Academic Coaches will support this program, along with one full-time REAL teacher for additional support. The focus will only be Math and English.

(e) Describe a typical school day for a teacher and a student during the school's first year of operation.

Teacher-Year 1

Teachers each day arrive at 6:55AM, to prep for a day of rigorous instruction. At 7:00AM promptly, all staff convenes in the commons for Staff Morning Huddle. During the Huddle, the HOS opens the meeting with a recitation of the school's vision from all staff. The Business Manager begins to lead the meeting with updates to schedules and test coordination announcements for the upcoming week. The HOS then leads the staff in a quick review of What to Do, TLAC strategy. The HOS models, the teachers practice the strategy with shoulder partners, and one pair of teachers volunteers to model the strategy to the whole group. The entire staff then has the

opportunity to participate in three minutes of shout-outs/public praise for team members doing an excellent job demonstrating the school's core values.

At 7:15am, the Staff Morning Huddle ends, and teachers report to their posts for morning arrival. The first students enter the building at 7:25am, teachers greet girls with a smile and hugs. Once breakfast is over, teachers support the HOS in Morning Motivation by modeling the hand gestures and chants students are expected to do during Morning Motivation and correcting any behavior not meeting expectations.

At 8:00am sharp, students report to their respective areas for advisory. Advisory groups meets daily to do quick group check-ins and an overview of the day's expectations and hopes. Each teacher is assigned an advisory group of girls. Attendance is taken during advisory. For teachers, this is their first reporting of student attendance for the day. After Advisory concludes, the teacher immediately switches gears to receive girls who are now headed to 1st period. The instructional portion of the day has officially began.

Right before lunch, receive RTI2 through tiered groups from teachers for reading and math. If teachers are assigned RTI2 they will work with small groups of students to ensure gap closure in reading and math. After intervention, teachers lead students in a Read Aloud lesson that focuses on key reading comprehension strategies such as character's motivation. After Read Aloud, teachers begin three 45- minute literacy rotations with 10 students that are grouped based on their reading needs.

After teachers have given students a break and led students through physical movement and deep breathing exercises, they lead students in a Writer's Workshop lesson. After the Writing lesson, the teacher supports the science teacher by setting up lab materials and asking scaffolding questions and open-ended questions to push students thinking. After an engaging science lesson, both teachers escort students to the cafeteria where the leadership staff, Business Manager Operation, enrichment teachers, and other school volunteers and HOS are waiting to monitor collegial conversations amongst students while teachers are released for lunch. Some teachers will choose to eat with the girls to build community.

After lunch and two more periods of core content classes, teachers meet for grade-level planning, as students head off to their elective and/or enrichments classes which are taught by community partners. During this time, teachers get to gather and collaborate on future planning exercises, review the morning and talk through any afternoon happenings and/or ensure reporting has been completed and entered properly.

At 3:15pm, teachers prepare students for dismissal and reports to their duty post. Its Monday and all teachers are wrapping up, to ensure all students have exited building before staff meeting begins at 3:30pm. Dismissal is a pretty quick process. Because of the established partnerships with nearby Girls Inc. and Young Actors Guild (YAG), the girls that aren't car-riders or walkers, are usually in the groups that are participants in Girls Inc. and Young Actors Guild after-school programming. After a building sweep, teacher A gather her belongings and meet up with the rest of her colleagues prepping for the 3:30 All-Staff Meeting.

Student-Year 1

Madison pulls up in front of the school and is immediately greeted by teachers and Mrs. Black. Madison mom's rolls down car window to wave at teachers and Mrs. Black and Madison hurries over to hug both the teachers and Mrs. Black. Madison gets dropped off at 7:30. Her mom works at nearby St. Jude and has to be at work by 8:00. Madison's mom is excited about having this high-quality educational option near her work and appreciates not having to get up super early to drive across town for a high-quality middle school. Madison was bullied during her final year of elementary and so being at REAL has been value-add and peace, security and comfort for both

Madison and her mom. Her mom appreciates having Madison close to her because if anything happens-she can get to Madison quickly, which hasn't always been the case in the past.

After breakfast, Madison hurries to meet up with her Advisory group who's already gathering to meet with their respective area. Madison happens to be apart the Founder's Advisory Group. She considers it a special treat to be able to share time with Ms. Richmond often. Even though, advisory is only 15 minutes, she can always count on Ms. Richmond to say something funny or encouraging that stays with her the entire day.

"Today is going to be a great day," exclaims Madison. "Now why is that, Ms. Richmond asks. "We have P.E. and then Academic Coaching after school. I am excited about helping out my peers" Academic Coaching is only mandatory for students needing additional support outside of their allotted intervention time. However, on Tuesdays and Thursdays, its open to all students and led by our Academic Coaches. Usually, some teachers decide to stick around as well to provide additional support to students. Madison is on the peer tutors in our 6th grade cohort and receives service hours for helping out during Academic Coaching after school. Even as early as 6th grade, Madison is understanding the importance of service, helping others and leadership.

Madison has a standard schedule today. Her AM schedule consists of: Math, ELA, and Reading and PM classes are: Science and Social Studies. Her favorite class so far is Social Studies as she's really been able to develop habits of discussion and participate in Socratic Seminar. She admit that being able express herself freely and articulate her thoughts has helped her gain confidence and increase in self-esteem, something that she knows she lacked in 5th grade.

During lunch, Madison sits with some of her peers in advisory. Ms. Richmond promised to buy them a snack to go with lunch and they eagerly awaited her arrival. By the time P.E. rolls around (after lunch), Madison is having a perfect day and is ready to run around as they are learning the fundamentals of basketball. This really excites Madison because she has an uncle that coaches Intramural Sports and is interested in possibly forming a junior varsity team with the girls next school year. After P.E., Madison is somewhat tired, but perks up as she realizes she gets to sit still in her PM classes. Once 2:20 rolls around, Madison grabs her belongings to go into her final learning space for the day. She's signed up for the Girls with Pearls elective-led and Facilitated by UCAN of Memphis. Even though, its been an active day, Madison is highly attentive with the other girls as they dive deeper into their Identity and Leadership curriculum created by Leshundra Robinson, Executive Director of UCAN of Memphis. Once 3:15 hits, Madison heads back down the hallway to her Math class. This is where Academic Coaching is for the week. She speaks to Mr. Holmes (the Math teacher) before grabbing the laptops to pass out to students. At about 4:45, she checks her phone and realized her father has texted her. He's waiting on her out front of the school.

(f) Describe any proposed extra-curricular or co-curricular activities or any other student focused programming the school will offer; when will they begin, how often will they occur,and how will they be funded?

REAL is building a very collaborative network of community partners, businesses and organizations for a number of reasons. One of those being to provide our elective course sequence on a volunteer basis and to infuse community-wide efforts and initiatives with the focus of the school as it relates to Advocacy, Policy and Business. Each of these partners have committed to also sponsoring extra-curricular activities for our girls on a volunteer basis as it relates to the students interests, which will be determined by students during the first year of operation to ensure our programming aligns with the needs and interests of students. Some of those community partners are: Tell Publishing (Technical writing & Publishing), Leave it to Us Events (Event Planning & Marketing), Young Actors Guild (Performing Arts), UCAN of Memphis (Anti-bullying Club & Leadership Training), Privileged Memphis (Social Entrepreneurship), Memphis Music Initiative (Music Theory), Campaign for School Equity (Student Advocacy Training), Girls, Inc. (Leadership & Identity) just to name a few.

Learn by Doing (LBD) Electives happen three times during the school week, during the school day (the last period of the day, [2:20-3:15pm] and will change every 9-weeks. Extra-curricular clubs will take place during after-school programming on Tuesdays and Thursdays, 3:30pm-5:00pm. The electives, club, and community block sessions will not begin until after 30 days into the school year (September).

(g) If Saturday School, summer school, or after school will be offered, describe the program(s). Explain the schedule and length of the program, including the number of hours and weeks. Discuss the anticipated participants, including the number of students and the methodology used to identify them. For identified students, is the program mandatory? What are the anticipated resource and staffing needs for these programs?

The only Saturday programming of REAL will happen quarterly (four times a year) and is our ***APB Advocacy, Policy & Business Seminars & Summit***. Students meet quarterly for 120-minutes (9am-12 noon) to discuss current events, special topics, community-related issues, etc. and works towards brainstorming, planning and implementing community-wide awareness events around topics of interests. Each student will participate in APB and time has been allotted in the master schedule for each student to have to opportunity to explore the APB course sequence thoroughly with emphasis on:

Advocacy-Find your voice.
Policy-Find your issue.
Business-Find your path.

The APB Seminars & Summit is directly tied to REAL's Saturday sessions and is recorded in the annual school calendar as four happenings throughout the school year. The summits are student-led and student driven, where the school becomes an open space/forum for community/civic related issues. Students will demonstrate knowledge and understanding of the APB Seminars during the APB Summits.

The APB focus affords REAL students to explore partnerships, projects, exposure and experiences beyond the classroom as it seeks to build a network with local governmental agencies; the growing number of downtown business (including, but not limited to, the City of Memphis, Shelby County Government, Chamber of Commerce, Service Master, St. Jude Hospital, Auto-Zone and Bass Pro Shops, and the smaller businesses situated in the Uptown, Harbor Town, Pinch District and South City neighborhoods); and local advocacy organizations (Campaign for School Equity, Stand for Children, Urban Child Institute, Greater Community Foundation, Women's Foundation for a Greater Memphis and the Child Advocacy Center) just to name a few.

All teachers and students are expected to attend and participate during the Saturday Sessions. The Destiny House (the non-profit that oversees Rich ED Academy of Leaders) will host and sponsor the Saturday sessions.

1.9 Special Populations and At-Risk Students
In this section:

(a) Provide a detailed, comprehensive plan on how the school will serve students with special needs, including but not limited to those students with federally recognized disabilities, students with Section 504 Plans, English Language Learners, students identified as intellectually gifted, and students at risk of dropping out.

Rich ED Academy of Leaders will meet the needs of all students, including but not limited to, students with federally recognized disabilities, students with Section 504 Plans, English Language Learners, students identified as intellectually gifted, and students at risk of dropping out. We will ensure that we effectively serve our special populations and at-risk students through the following approaches: Regulatory Compliance; Leadership; Staffing; High-Quality Instruction; and Focus on Outcomes.

Regulatory Compliance. One of the three major responsibilities of our Founding Board is to ensure regulatory compliance as we provide a safe and suitable environment for all students. We will be guided by all laws, guidelines, policies, and best practices to educate our students with IEPs in compliance with the federal Individuals with Disabilities Education Act and T.C.A.§ 49-13-102. We will serve students who have been identified with disabilities under the law or whom we suspect may have such disabilities. We will provide a Free and Appropriate Public Education (FAPE) and comply with all applicable state and federal statutes, including Title II of the Americans with Disabilities Act of 1990 (ADA), the Individuals with Disabilities Education Act (IDEA), and Section 504 of the Rehabilitation Act of 1974. We will educate students with disabilities in the least restrictive environment (LRE) and with their general education peers to the extent appropriate and allowed by each student's Individualized Education Plan. When a student is suspected of having a disability, we will ensure Child Find, in accordance with 34 C.F.R. § 300.111, as we (1) identify, (2) locate, and (3) evaluate children who need special education and related services.[89]

To ensure we meet the needs of all students, including ELL students, we plan to hire at least one Inclusion Specialist (with ELL endorsement) for each grade level to deliver our pull-out and inclusion model for ESL instruction. This means our school has the capacity to leverage at least one ELL teacher per grade level to deliver ELL services, as needed. In addition, our staffing model allows for contingencies that include the following: a Full-Time Literacy Coach for literacy instruction or to hire additional special education or ELL staffing, as needed.

Rich ED Academy of Leaders will not discriminate in our admission and enrollment process or practices against students having or suspected to have disabilities. To reach goals described in the accountability section of this application, we will educate students with disabilities alongside their non-disabled peers in the regular education classroom and only use a more restrictive environment only if the severity of their disability requires. All students will receive high-quality Tier I instruction and intervention in all classes. We anticipate enrolling a special education population of approximately 10%. As a local educational agency (LEA), we will follow and fulfill our obligations under Title III of the Elementary and Secondary Education Act of 1965 (ESEA), as amended by Every Student Succeeds Act of 2015 (ESSA). We are guided by the belief that all students can and will achieve through a high-quality, equitable educational program and services.

Leadership. Our Founder and Proposed Head of School has developed a leadership structure that will strongly support all 6-8 students, including those with special needs. The Head of School has more than 10 years of experience as a teacher and leader supporting, implementing, monitoring, and creating an environment that is

[89] https://www.ecfr.gov/cgi-bin/text-idx?c=ecfr&SID=de74700d2717649b2cb5c4061e7e24d7&rgn=div5&view=text&node=34:2.1.1.1.1&idno=34%2334:2.1.1.1.1.2.39.12.

inclusive for all students. She has the experience to train all school staff to address the diverse needs of all students and will be hire a robust support and instruction team.

Staffing. To meet the needs of our diverse student population, we will ensure our staff includes:

Curriculum/SPED Coordinator, TN special education license, responsible for identification, monitoring, and coordination of services for students with disabilities and intellectually gifted students. We anticipate an 10% student with disabilities and intellectually gifted population which is approximately 10 students. At full scale (Y3), staff for students with disabilities and intellectually gifted is (1) Dean of Student Supports and Culture (supporting a caseload of students) and (1) Special Education.

Inclusion/ELL Specialist, hired based on anticipated needs, serving approximately 1% ELLs based on percentages in proposed community, number of teachers grows with school size and need.

Special Education Teachers, hired based on anticipated SPED population, serving approximately 10% students requiring special education services, number of teachers grows with school size and need, with the Curriculum/SPED Coordinator fulfilling special education services in years 2-3, approximately 33 students.

General Education Teachers, hired based on belief that all students can learn and will achieve at high levels, belief in collaborative and inclusive efforts to ensure all students learn, two fully licensed general education teachers in every classroom 6-8.

All Staff, firm belief in high academic and behavioral expectations for all students.

- **Head of School**, 10+ years of experience working in classroom setting inclusive for all students and as an administrator managing services for special populations of students.
- **Board of Directors**, belief in and dedication to a college preparatory mission for all.
- In the event our needs for special education and ELL services are greater than anticipated, our staffing model allows for contingencies that include the following: shift in Y5 to a 1.0 Literacy Coach hire for literacy instruction and/or to hire additional special education or ELL staffing.
- **High-Quality Instruction.** All students will receive high-quality instruction and interventions across subjects and grade levels. Under ESSA, Tennessee has increased school accountability for the learning outcomes of special populations of students.[90] At Rich ED Academy of Leaders, we have designed our goals with the academic growth of our special populations subgroups in mind. We have explicit goals to ensure we are closing the academic achievement gaps between subgroups and their general-education peers. To prioritize meeting the needs of all learners, we provide the following in our school model for all students:
    - Intervention – We will enact intervention as outlined by the Tennessee Department of Education in its Response to Instruction and Intervention(RTI2) Implementation Guide.[91] We will aggressively monitor student academic progress throughout the day and year with meaningful assessments to ensure we are responding as quickly as possible to students' needs. (Our RTI2 Implementation and process are further discussed later in this section.) As described in our assessment outline, teachers will systematically and consistently use multiple forms of assessment evidence to identify students' strengths and gaps.

[90] ESSA: Building on Success in Tennessee." 3 May 2017. *Tennessee DOE.* 27 March 2018.

[91] https://www.tn.gov/content/dam/tn/education/special-education/rti/rti2_manual.pdf.

Outcomes-Focused - Our goals keep us accountable for and focused on the success of all students. As part of our mission and accountability to the authorizer and our families, we will ensure all students are achieving and growing academically. We believe that "All means all," one of the state's key principles for district accountability under ESSA.[92] Thus, we have designed academic goals to include absolute, comparative, and growth data. Our academic achievement goal for closing achievement gaps between our student subgroups and their general-education peers.

GOAL 5: The school will maintain good standing under TN ESSA accountability system.

• **Measure 5.1:** Under the state's ESSA accountability system,[93] the school will maintain consistent good standing. The state will never identify the school as a Priority School or determine that it has met the criteria to be identified as a school at risk for closure based on inadequate academic progress or achievement. Rich ED Academy of Leaders will be in good standing with performance for all students'(including subgroups[94]) performance.[95]

We will maintain a focus on historically underserved student groups, and will assess and monitor the progress of the following student groups: (1) All students, (2) Black/Hispanic/Native American students, (3) English Language Learners (ELL), (4) Students with disabilities (SWD), (5) Economically disadvantaged students (ED), and (6) Combined subgroups (including students across each of the four subgroups).[96] The Board understands that our accountability to the state and authorizer is based on data from all students (weighted 60%) and subgroups (weighted 40%).[97] Given accountability and faithfulness to our mission, we will report performance data for the total population and present comparisons between subgroups.

(b) Describe the extent to which one or more of the founding school team members has experience working with special populations. If no founding school team members have experience working with special populations, describe the school's pre- opening plan to prepare for special populations.

Our founding team has extensive experience with educating special populations of students. Of the nine members of our current Founding Board, four have experience working directly with students with disabilities, ELLs, students with Section 504 plans, gifted and talented, and at-risk student populations.

(c) Describe the school's plans to have qualified staffing adequate for the anticipated special needs population and how the daily schedule, overall staffing plan, and support strategies (i.e., service providers, nursing, and educational assistants) will meet or be adjusted to the diverse needs of the students.

Anticipated Need and Staffing. Post-authorization, the Head of School will search for a high-capacity, mission-aligned, and certified special education teacher to serve as the founding Dean of Student Supports. The Dean of Student Supports & Culture will manage the Inclusion Specialist (Y2). The profile of the Dean of Student Supports & Culture we are seeking includes: belief that all students can and will learn at high levels; TN special education license; at least three years of experience working directly with special-needs populations (students with disabilities and intellectually gifted students); Experience working in diverse and high-needs populations like schools in North Memphis/Uptown and South Memphis; background with special-needs identification, progress monitoring, data

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92 https://www.tn.gov/content/dam/tn/education/documents/ESSA_district_accountability_fact_sheet.pdf.

93 *Tennessee's ESSA Plan.* (2018, March 21). Retrieved March 25, 2018, from Tennessee Department of Education: https://www.tn.gov/content/dam/tn/education/documents/TN_ESSA_State_Plan_Approved.pdf.

94 We will ensure progress in achieving English language proficiency (ELPA), student achievement gap closure across subgroups (ELL, economically disadvantaged, students with disabilities, and at-risk populations), according to TN's ESSA Plan.

95 Ibid.

96 https://www.tn.gov/content/dam/tn/education/documents/ESSA_district_accountability_fact_sheet.pdf.

97 https://www.tn.gov/content/dam/tn/education/documents/ESSA_district_accountability_fact_sheet.pdf.

collection, implementation, Section 504, and IEP process; Experience with RTI2 Implementation process as it relates to special populations; Experience and certification with serving ELL students The Dean of Student Supports & Culture will coordinate services for each student's Individual Education Plan (IEP) including managing service providers, nursing, and educational assistants with the support of the Head of School. The Dean of Student Supports & Culture, Inclusion Specialists, and ELL teachers will be fully certified.

If we exceed our anticipated population of special-needs students in the first year, the Head of School will work with our back-office provider to modify our budget to match our increased staffing need for an additional special education teacher. This budget will be resubmitted to the Finance Committee and approved by the Board of Directors. Similarly, if our population of students with special needs exceeds our projections in any year, we will adjust our budget and staffing plan to provide additional supports as needed for our students. Such adjustments could include adding paraprofessionals, ELL teachers, SPED teachers, or any other prescribed supported outlined in students' IEPs.

Our Head of School, Dean of Student Supports & Culture (Y2), Curriculum Coordinator/SPED Coordinator (Y3) will provide PD for teachers on co- teaching/inclusive strategies, accommodations and modifications, behavioral intervention support, small group instruction, intervention, IEPs, and Section 504s.

Daily Schedule. Our daily schedule is designed to include the time necessary for all students to receive the services they need to be successful. This 45-minute block of time will allow for the following implementation in compliance with Shelby County Schools' RTI2 Implementation plan.

Rich ED Academy of Leaders RTI2 Tier Descriptions and Staff Support

Tier	RTI2-Academic	Staff Support	RTI2-Behavior	Staff Support
Tier 1	Students complete work on foundational standards directly related to their needs as identified by NWEA.	Summer Professional Development Weekly Professional Development Weekly One-on-One Teacher Instruction/ Planning Observations & Coaching Sessions	Core Values Program Tier 1 Behavior Intervention Plan Code of Conduct LBD RIB Character Development Program	Taxonomy PD Teacher Investment Plans Climate Surveys Teacher Culture Observations & Coaching Sessions Character and Leadership Development/ Advisory Training and Support

Tier 2	Math: I-Ready Reading: Fluency –Phonics Program Comprehension – I- Ready + Small Group Teacher-Student Ratio: 1:5 or less 40 minutes daily (remaining 15 minutes will allow students KBAR-Kick Back and READ)	Monthly Fidelity Checks and Feedback RTI-Academic Professional Development Weekly as needed	Individual Counseling Group Counseling	Monthly Fidelity Checks and Feedback RTI-Behavior Professional Development Weekly as needed
Tier 3	Math: Direct instruction using I-Ready lesson to provide small group instruction + digital content and individual instruction as needed Reading: Fluency –Phonics + digital content and individual direct instruction as needed Comprehension – I- Ready + small group Teacher-Student ratio: grades 6- 8 = 1:6 or less 45 minutes daily	Monthly Fidelity Checks and Feedback RTI-Academic PD Weekly as needed	CICO[98] Individual Counseling Group Counseling *other internally created interventions provided by Student Support Coordinator	Monthly Fidelity Checks and Feedback RTI-Behavior Professional Development Weekly as needed

(d) Explain how the school will utilize and evaluate data to inform instruction and evaluate academic progress for students with disabilities, English learners, at-risk students, and gifted students.

RTI2 Implementation for All. In alignment with the SCS RTI2 Implementation policies and procedures, we will use NWEA MAP211 and *easyCBM* to provide data comparisons to guide placement of our students in intervention. We will review the *easyCBM* benchmark data within one week of administration; students performing at or below the 25th percentile in one or more areas will then receive further assessment with *easyCBM* so we can determine the Instructional Level in which to deliver interventions and conduct progress monitoring. The school will establish an RTI2 Team composed of the RTI2 Coordinator, Head of School, Dean of Student Supports & Culture, School Psychologist,[99] ELL teacher, Inclusion Specialists, and classroom teachers. We will follow all guidelines outlined in the RTI2 District Implementation Guide[100] to accelerate student growth through targeted support.

[98] CICO is a check-in and check-out system for students to check in with designated staff such as the Student Support Coordinator to set goals for the day, re-set behavior, and check in on progress towards daily behavioral goals. The CICO system is used in top-performing schools like Excel Chelsea as a form of behavior intervention.

[99] We will engage a School Psychologist from the SCS district at scheduled intervals to support in the evaluation of RtI2 data such as the rate of improvement, gap analysis, and initial instructional level determination.

[100] ttp://www.scsk12.org/ci/uploads/rti/2016-17%20RTI2%20District%20Implementation%20Guide%20Final%20PDF.pdf?PID=965.

Rich ED Academy of Leaders RTI2 At A Glance

Requirements	RTI2-Academic	RTI2-Behavior
Diagnostic Data	NWEA MAP - Given in Fall, Winter, Spring AIMSweb Universal Screening,[101] *easy*CBM	Kickboard Data Student Support Coordinator, PowerSchool referrals, and HOS referrals,[102]
Benchmarking Tool	AIMSweb (only T2 and T3 scholars)	Student Reflection and Climate Survey done each semester
Progress Monitoring Tool	*easyCBM* (only T2 and T3 scholars)	Student Reflection & Climate Survey done each semester (only T2 and T3 scholars)
Data Meetings	Weekly on Mondays	Weekly on Mondays[103]
File Folders	Kept by RTI2-Academic Teachers[104]	Kept Student Support Coordinator
RTI2 Coordinator	Lytania S. Black, Head of School	Dean of Student Supports & Culture (at full scale)
RTI2 Team Chairperson	TBD	TBD
Fidelity Checks	Conducted monthly by RTI2-Academic Coordinator (HOS) and RTI2 Coordinator	Conducted monthly by RTI2-Academic Coordinator (HOS) and RTI2 Coordinator

[101] The NWEA MAP is the universal screener we will use to begin the initial process for Tier determinations. We will triangulate data with our STEP assessment data and AIMSweb to ensure an equitable process.

[102] This process will consider the data reflection of referrals made to members of the leadership team; Powerschool behavioral data, and student conference notes, surveys, and questionnaires about school culture.

[103] Although RTI2 Data team meetings are required monthly, we will examine data and documentation weekly. We will at each month interval review data related to consecutive progress monitoring.

[104] To ensure all students are receiving the intervention they need, all teachers and leaders will be involved in the RTI2 Implementation. The HOS and Dean of Student Supports & Culture will be flexible to conduct fidelity checks, observations, and feedback during this time.

Creation of Intervention Plans	Intervention plans created by RTI2-Academic Team during data meetings based on NWEA data, AIMSweb data, easyCBM.	Intervention plans created by HOS, Teachers, Dean of Student Supports & Culture and parent by completing a Behavior Intervention Plan (BIP) during Support Team Meeting, documented in Powerschool
Ineffective Intervention Plan – Step 1	Collect minimum progress monitoring data points, adjust intervention plan during data meeting	Collect minimum progress monitoring data points, adjust intervention plan during data meeting
Ineffective Intervention Plan - Step 2	If data continue to show that adjusted intervention plan is still not effective, make referral to Support Team during data meeting	If data continues to show that adjusted intervention plan is still not effective, make referral to 2nd Support Team during data meeting

The RTI2 model provides screening for all students for educational difficulties. Students who do not make adequate progress in response to high-quality instruction will receive targeted interventions and continued progress monitoring at regular intervals. The RTI2 Coordinator will monitor our interventions to ensure fidelity to the TN State Department of Education RTI2 process. Staff training will include summer professional development, ongoing training through the year in response to fidelity checks, and PD Days throughout the year. This time will be used to train staff on diagnostic tools, progress monitoring tools, delivery of small group instruction, and data collection.

Rich ED Academy of Leaders frequent internal assessment program will efficiently identify students who are struggling academically. On Mondays during staff development, teachers will review weekly data in data team meetings. Interim assessment data is the focus of our quarterly data analysis. Learn by Doing REAL Intervention Blocks tutoring and literacy rotation groups are leveled according to interim data to ensure all students have an appropriately leveled group that most directly meets their needs. In Year 1, the Head of School will monitor student assessment data closely, meeting daily with teachers to discuss Do Nows and Exit Tickets, weekly to discuss quizzes, and within 24 hours of interim and end-of-semester comprehensive exams.

(e) Describe the following related to special education:

- Methods for identifying students with special needs and avoiding misidentification;
- How the school will handle over-identification of special education needs;
- Specific instructional programs, practices, and strategies the school will employ to provide
- a continuum of services; ensure students' access to the general education curriculum; and
- ensure academic success for special needs students;
- Plans for monitoring and evaluating the progress and success of special education
- students, including coordination with the LEA's monitoring and evaluation; and
- Plans for promoting graduation for students with special needs (high school only).

Identification and Avoiding Misidentification. Once students enroll, we will perform intake activities with parents to determine if their student participated in special education services in their previous school. We will then request the records from the feeder schools to determine if the student has an IEP. Once we receive the record before the beginning of the school year, we will review the file and properly secure the document according to T.C.A.§ 49-13-102. The Dean of Student Supports & Culture and Head of School will perform an initial review of all files and

ensure the educational setting is prepared to deliver services and make any modifications and accommodations to the curriculum. If a student's IEP needs to be reviewed for updated goals and services or to determine if the student is still eligible for special education services, the IEP team will meet for a review of the IEP. To identify students with disabilities that do not have an existing IEP, the Head of School and the Dean of Student Supports & Culture will train all teachers in the identification of students with special needs. We will provide time in our weekly data meetings for staff members to monitor, discuss, and remain updated on the academic and behavioral progress of any student observed struggling academically or behaviorally.[105] Our internal assessment schedule will generate a breadth of data we can use to improve our instruction and better meet the needs of our students. During weekly data meetings, we will review Student Portfolios to devise an action plan to best meet students' needs. If it becomes clear that a student is not meeting either academic or behavioral expectations, we interpret this as a critical indicator of a potential larger issue and move to address it as quickly as possible. Based on data, for students not responding to intervention, the Head of School, Dean of Student Supports & Culture, RTI2 Chairperson, and leadership team will devise a proactive intervention plan using the RTI2 model. In accordance with the SCS RTI2 Implementation Guide, once Tier II and Tier III interventions demonstrate lack of progress in a student's rate of improvement in response to intervention, the REAL Student Support Team will conduct a data team meeting to analyze the next step of a special education referral. We will communicate with the family including written notification of the request for a special education referral. Our goal is to ensure correct identification of students with special needs, while ensuring we do not misidentify students. We will ensure our process is grounded in data-based decision-making that considers both academic and behavioral factors. Once the RTI2 team has verified a student is not making progress regardless of the changes to intervention, after the required timeframe in the RTI2 Implementation Guide, we will move forward with the referral process and avoid the following common errors that lead to misidentification.

Common Issues with Identification Practices[106]

Common Misconceptions (national trends)	Rich ED Academy of Leaders' Focus and Practices
1. Special education is viewed as "fixing" struggling students.	General and special education teachers participate together in PD focusing on curriculum, assessment, and instructional strategies, including special education regulations. General and special educators become involved in analysis of data regarding interventions for struggling students.
2. Poor and racial/ethnic minority students are viewed as not "ready" for school.	Provide continual PD that addresses how to create culturally responsive school environments via leadership, coaching, and mentoring.
3. Limited information regarding intervention strategies	Provide targeted and embedded PD for teachers and district staff regarding response to intervention (RTI2), specifically research-based interventions, assessments, progress monitoring, and instructional support teams or teacher assistance teams.

[105] PD will include constant immersion in data review. We have time set aside for RTI2 (academic/behavioral) data monitoring and discussion.

[106] http://www.calstat.org/publications/article_detail.php?a_id=128.

If the Student Support Team (RTI2) Team determines a student is eligible to undergo an initial evaluation for special education services, it will make a special education referral. The special education referral will include but is not limited to the following to ensure an equitable process.

Rich ED Academy of Leaders Special Education Referral Considerations

Referral Considerations	Details
Vision and Hearing Form	Results from vision and hearing forms
Communication to Families	Documented frequent communication to families about progress in RTI2 and request for referral for services
Unsuccessful Tier I, II, and III Interventions	Documented and data-based determination, prescribed in SCS RTI2 Manual
Intervention Logs from all previous interventions	Located in students' RTI2 Folder
RTI2 Student Folder	Based on SCS requirements 223 (intervention used, frequency, attendance logs, duration of intervention, progress monitoring, ROI[107] calculations, gap analysis, survey-level assessments, fidelity checks)
Student Assessment Portfolio[108]	Binder containing all assessment data from year and previous years for each child
Documentation of the Concern	Data team meeting minutes documenting rationale for decision following the Decision Tree outlined by SCS RTI2 Implementation
Special Education evaluation components/Re-Evaluation components	This is not limited to the input from a school psychologist with documentation of testing results.

[107] ROI is the rate of improvement students are making in response to intervention and instruction.

[108] Every child in our building will have a Student Assessment Portfolio. The contents will include every assessment the child takes during the school year. This is the classroom-level data binder for the student.

In summary, we will take the following steps to ensure the process is fair and focused on each individual student's success: (1) Perform an educational evaluation with parental consent. (2) If the student is eligible, develop an IEP. (3) IEP Team agrees on the goals, modifications, accommodations, and plan for the student to be successful at Rich ED Academy of Leaders (4) Continued progress monitoring of IEP goals.

We will ensure all students have access to high-quality education by, when appropriate, securing partnerships with related services such as nurses, speech and language pathologists, occupational therapists, behavioral counselors and others, based on the needs included in the IEP. We have designed our teacher schedules to ensure there is time for collaboration between general education teachers, special education teachers/inclusion specialists, and leaders. We will use collaboration time to prepare for lessons including plans for accommodations, modifications, scaffolds, differentiation, and special education supports. Our One-on-One coaching sessions led by the HOS (Y1-Y2) weekly will allow general education teachers to obtain the support needed for instruction with special populations. Beginning Y6, the Dean of Academics will resume the responsibility of coaching and supporting teachers as prescribed above.

Character and Leadership development is equally a pillar of our mission. We believe a values-based school community leads to transformational results. Our daily communication with parents through behavior logs will help us keep parents informed about their child's behavioral performance. The HOS, Dean of Student Supports and Culture, and teachers will record student behavioral data into Powerschool, our management and communication system. The staff will record color changes for students, parent communications, document conferences, CICO, and any student behavior data. This software will allow our team to pull reports and categorize behavior incidents to document in our RTI2 Behavior process.

(f) Describe the following related to English learners (EL) in accordance with state board policy 3.207:

- Methods for identifying EL students and avoiding misidentification;
- Specific instructional programs, practices, and strategies the school will employ to ensure academic success and equitable access to the core academic program for these students;
- Plans for ensuring individual learning plans (ILPs) are maintained and addressed; and
- Plans for monitoring and evaluating the progress and success of EL students, including exiting students from EL services.

ELL Identification and Avoiding Misidentification. We will abide by the following processes to identify students who are English Learners (ELLs): (1) We will use Home Language Surveys to screen all new students for potential limited English proficiency; (2) If the home language is other than English or the student's native language is other than English, the Dean of Student Supports & Culture or a hired interpreter will conduct an informal interview in the student's native language and English; (3) If the student speaks a language other than English or speaks little or no English, we will administer W-APT and ACCESS for ELLs to assess the student's language proficiency.[109] ELL instructional supports provided by the ELL teacher will ensure all students are able to access the academic content and master performance and content standards like any other subgroup of students. We will employ 0.5 FTE ELL teacher in Year 1 (as needed), and 1.0 ELL teachers (as needed) and a Dean of Student Supports & Culture at full scale. In the classroom and throughout the day, teachers will observe students' verbal and written performance and learning progress. We will ensure our teachers receive professional development training from the district and other experienced professionals on detecting English language deficiencies and in delivering effective instruction to students identified as ELL.

[109] Tennessee English Language Identification and Placement Guidance Document. 2017. 27. March 2018.

ELL Programming. We propose a program designed to meet the needs of our ELL population. We understand ELL students face particular educational disadvantages compared to their English-speaking peers.[110] According to the SCS RTI2 Implementation Guide, ELL students in the WIDA range of 1.0-3.6 must receive daily English Language Development (ELD) instruction as a Tier 1 intervention. We will employ a Structured English Immersion[111] model for EL instruction. In our school students will receive ELL services in English-only speaking classroom for instruction. REAL ELL teachers will be certified and possess either a bilingual education or ESL teaching credential and strong communication skills in the students' primary language. In accordance with TDOE guidance, EL students scoring 3.6 or below on WIDA will receive one hour or more of Tier 1 language instruction with an ELL teacher daily. We will ensure that all ELLs will take assessments to measure their academic progress in English proficiency.

ELs identified by MAP for *easyCBM* who score at or below the 25th percentile in English Proficiency on easyCBM will be given the WIDA ACCESS to determine whether Tier 2 intervention is needed or whether additional English Language Development is needed. The RTI2 Data Team and the ELL teacher will collaborate to determine the most appropriate intervention for each ELL student. ELLs at higher levels of English proficiency may receive Tier 1 ELA instruction from general education teachers with support from ELL teachers. We will monitor all interventions for effectiveness. Students who do not reach English Language Proficiency benchmarks (WIDA score above 3.7 results in classification of Intermediate Language Learner; WIDA scores below 3.6 result in classification of Beginning Language Learner) with the support of Tier 1 and Tier 2 interventions may be considered for Tier 3 interventions. If a student has a score of 3.6 or below they will receive ESL interventions Just like in any other subgroup of students and measured by Goal 5 of our Accountability Plan, we anticipate ELL student performance to demonstrate adequate academic progress in comparison to regular education students.

GOAL 5: The school will maintain good standing under TN ESSA accountability system.

Measure 5.1: Under the state's ESSA accountability system,[112] the school will maintain consistent good standing. The state will never identify the school as a Priority School or determine that it has met the criteria to be identified as a school at risk for closure based on inadequate academic progress or achievement. Rich ED Academy of Leaders will be in good standing with performance for all students'(including subgroups[113]) performance.[114]

(g) Describe the following related to at-risk students:

- Methods for identifying at-risk students through academic and behavioral processes; and
- How the proposed school will meet the learning needs of students who are performing
- below grade level and monitor their progress. Specify the programs, strategies, and
- supports that will be provided.

Our constant analysis of data will make sure we promptly identify any students who are at-risk for academic failure. We will hire staff with the capacity to meet the needs of students facing high rates of poverty and at risk of failure and will hire a staff that reflects our proposed population.

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110 The Bilingual Education Act, Title VII of the Elementary and Secondary Education Act (ESEA), recognizes the unique educational disadvantages faced by non-English speaking students.

111 https://www2.ed.gov/about/offices/list/ocr/ell/glossary.html.

112 *Tennessee's ESSA Plan.* (2018, March 21). Retrieved March 25, 2018, from Tennessee Department of Education: https://www.tn.gov/content/dam/tn/education/documents/TN_ESSA_State_Plan_Approved.pdf.

113 Rich ED Academy of Leaders will ensure progress in achieving English language proficiency (ELPA), student achievement gap closure across subgroups (ELL, economically disadvantaged, students with disabilities, and at-risk populations), according to TN's ESSA Plan.

114 Ibid.

High-quality instruction allows for the delivery of a literacy-focused curriculum driven by Fountas & Pinnell resources (6-8). When students are struggling, we will introduce Tier I Intervention immediately. All REAL students will participate in our RTI2 Implementation, so we can monitor student academic progress and ensure every student is growing in our building.[115] Students who are at risk of academic or behavioral failure will participate in Tier I, II, or III interventions based on their individual needs. As part of RTI2 Implementation, we will administer *easyCBM* benchmark assessments three times during the school year: September-October, January, and May.

(h) Describe the following related to gifted students:

- Methods for identifying and meeting the needs of intellectually gifted students;Specific research-based instructional programs, practices, strategies, and opportunities the school will employ or provide to enhance their abilities; and
- Plans for monitoring and evaluating the progress and success of intellectually gifted students.

According to a study by John Hopkins University, "Public schools are increasingly filled with black and Hispanic students, but the children identified as 'gifted' in those schools are overwhelmingly white and Asian."[116] Our mission is for all students to receive an excellent education. Intellectually gifted means a child whose intellectual abilities, creativity, and potential for achievement are so outstanding that the child's needs exceed differentiated general education programming.[117] Rich ED Academy of Leaders has designed a liberal-arts infused, college-preparatory curriculum with purposeful differentiation for the needs of learners during core instruction. Our 6-8 model will ensure intellectually gifted students' abilities are maximized for success. With the RTI2 Implementation for all students, during the RTI2 Implementation time in our daily schedule, intellectually gifted students not receiving Tier II and III interventions will receive instruction based on outcomes on the NWEA assessment, to enrich their skills and receive appropriately challenging learning objectives.

The Dean of Student Supports & Culture will be certified in gifted education, with the support of the Head of School, will facilitate the identification of gifted students. We will contract with the SCS district/shared services for the use of a school psychologist in the identification process.

Rich ED Academy of Leaders Evaluation of Intellectually Gifted Students

Evaluation Procedures	Description of Procedure
Implement Procedure	Establish and Implement Child Find procedures for identifying students

[115] "Shelby County Schools RTI2 District Implementation Guide." January 2018. Document. 27 March 2018.

[116] 4https://www.google.com/search?q=GIFTED+CHILDREN+UNDERIDENTIFICATION&rlz=1C1CHBF_enUS752US752&oq=GIFTED+CHILDREN+UND ERIDENTIFICATION&aqs=chrome..69i57.10337j0j7&sourceid=chrome&ie=UTF-8.

[117] https://www.tn.gov/content/dam/tn/education/special-education/eligibility/se_eligibility_intellect_gift.pdf.

Background considerations	RTI2 Data Team identifies potential intellectually gifted students through RTI2 Universal Screener data; (NWEA) performance; local norms taken into consideration in light of national norms; language acquisition skills (except with ELL students); Vision/Hearing issues; Past performance (exemplary performance on previous assessments); Cultural, linguistic, and ethical diversity considerations where students are underrepresented;
Screening	Child Find procedures, review of multiple data sources (TNReady scores, RTI2 screening data, teacher checklists of characteristics of gifted students and norm-referenced assessments) to support evidence to of a need for further individual screening or comprehensive evaluation; RTI2 teams determine if individual screening is needed
Assessment through multi-modal identification process	Individual evaluation of cognition. Educational performance. Creativity/characteristics of giftedness.[118]
Documentation	Documentation to capture academic information, characteristics of giftedness/creativity, social /emotional/pre-vocational skills, environmental considerations; Multiple sources of data collected data (NWEA, TNReady, teacher observation checklists, TN Parent Information Form, general education documentation of classroom intervention forms
Referral, Evaluation, and Program	Step 1: Pre-Referral Background Considerations met Step 2: Parent Request for Referral and Evaluation Step 3: Completion of the TN Assessment Team Instrument Selection Form Step 4: Determination if Evaluation is needed Step 5: If yes, team designs a program to meet the needs of student.

The Dean of Student Supports & Culture will involve the following individuals in conducting the evaluation of intellectual giftedness:[119] (1) the parent; (2) the child's referring teacher or a general classroom teacher;(3) a licensed special education teacher; and (4) a licensed school psychologist. At least one of the evaluation participants must be trained in the characteristics of gifted children. We will track the success of intellectually gifted students through our continual monitoring of student academic data.

As a part of our RTI2 Implementation, weekly data team meetings and Data Days will identify REAL students performing at or above the 85th percentile on nationally normed assessments. In the event, the student population is absent of students scoring in this percentile, we will use relative norms to identify students at or above the 90th

[118] https://www.tn.gov/content/dam/tn/education/special-education/eligibility/se_eligibility_intellect_gift.pdf.

[119] "Intellectually gifted" means a child whose intellectual abilities, creativity, and potential for achievement are so outstanding that the child's needs exceed differentiated general education programming, adversely affects educational performance, and requires specifically designed instruction or support services. https://www.tn.gov/content/dam/tn/education/special-education/eligibility/se_intellectually_gifted_evaluation_guidance.pdf>.

percentile. Students identified as intellectually gifted will receive enrichment opportunities during our RTI2 Implementation time in our schedule to ensure they are receiving coursework that is adequately challenging such as, but not limited to differentiated tasks, enrichment, compacting, acceleration, grouping, independent study, supplemental learning materials, cluster grouping, multi-age grouping, extended learning projects, and assignments intentionally aligned to meet the needs outlined in their IEP. Differentiation of assignments and projects for students will be based on the students' readiness and interests.[120]

We have developed relationships with the various businesses and community organizations to offer speakers in the areas of: advocacy, policy and business to come in monthly to speak with students about related fields and field trip experience opportunities for students to develop skills preparing them for future careers and building on the strong APB foundation we formed from year one. We will encourage intellectually gifted students to take the ACT in the 7th grade to demonstrate their college readiness early and aid in qualifying them for programs.

Meeting the Needs of Intellectually Gifted Students

Enrichment/ Elective Program Offering	Description
Period 7, Weekend and After-school Enrichment through Community Partners	We will partner and collaborate with organizations in the City of Memphis such as Girls Inc., Memphis Music Initiative, Grow Girls Mentoring, UCAN of Memphis, Privileged Memphis, STEM Camps, across City of Memphis to extend learning for our students.

(i) Describe how the school will implement Response to Instruction and Intervention (RTI2) procedures for special needs students, including a plan for how data will be collected, progress will be monitored, and instructional decisions will be made related to student performance.

RTI will occur in every grade level. Beginning school year data is reviewed for scholars scoring in the 10th percentile for assessments like MAP, STEP and EasyCBM. The students are identified and placed in RTI after taking the PASS and PWRS for reading and Go Math Intervention Screener for Math. Services will be implemented for up to 30 minutes for Tier II and 45 minutes for Tier III. The student will receive RTI Services daily.

RTI Services will be monitored using EasyCBM for Reading, Math, Vocabulary, Phonics, Fluency, and Comprehension.

Referral/Eligibility Process

Referral Process to determine if a student may benefit from special education services:

> If a student exhibits immediate, significant academic and/or socio-emotional concerns or has not responded to Tier III interventions, then the student may be referred by the school's RTI team for a comprehensive evaluation to determine the need for special education services.

[120] Intellectually Gifted Evaluation Guidance." November 2017. *Tennessee Department of Education.* Document. 27 March 2018. < https://www.tn.gov/content/dam/tn/education/special-education/eligibility/se_intellectually_gifted_evaluation_guidance.pdf>.

Step 1: The Guidance Counselor collects and reviews a copy of all RTI/Intervention documents and related data and adds student to the Evaluation Tracking Log.

Step 2: The Evaluators explain next steps, expectations and timeline to parent and team including the documentation needed to begin and complete the evaluation (see attachment).

Step 3: The Guidance Counselor provides and explains the Procedural Safeguards and Initial Consent form to the parent and obtains parent's signature (the timeline officially begins). The Compliance Lead schedules a tentative meeting for 60 calendar days out. (The evaluation may be completed in less than 60 days, but must not exceed 60 days.)

Step 4: The Evaluators begin the evaluation process immediately.

Step 5: The Evaluators return their evaluation reports to the Guidance Counselor as they are completed, but not later than 10 days before the timeline expires.

Step 6: The RTI team meets to discuss the findings of the report.

Step 6A: If the student does not meet the criteria for special education according to the state of Tennessee, the student is referred back to the RTI team. The RTI team must meet with the parent to discuss the findings and next steps. The Compliance Lead creates and provides to the parent an eligibility report noting the student is not eligible for special education services along with a Prior Written Notice.

Step 6B: If the student does meet the criteria for special education services according to the state of Tennessee, the Guidance Counselor assigns the student to the appropriate next steps.

Step 7: If the parent refuses special education services, then an eligibility report is completed noting parent's refusal of services. The student is referred back to the RTI team to determine next steps. The case manager creates and provides to the parent an eligibility report noting the student is eligible for special education services but the parent refused services, along with a Prior Written Notice.

Step 8: If the parent accepts special education services, then an eligibility report is completed and the team develops an IEP. A copy of the IEP, Prior Written Notice and all related documents are provided to the parent.

Step 9: Special Education services begin immediately.

> Notes:

- Students who are not responding to Tier II interventions may need to be referred for a hearing and vision screening if they have not had a screening within the last year.

- Please keep in mind that even though the evaluation process may begin without all of the RTI data (interventions plus progress monitoring) for cases believed to be something other than SLD, the school must continue to provide interventions and collect the RTI data while waiting on the evaluation results. If the child is found to be eligible for special education services, the data must go in the child's IEP file.

- In order to be found eligible for special education services in the state of Tennessee, the following factors must be ruled out as the primary factors of the student's educational difficulties:

1. Lack of instruction in reading and math
2. Limited English proficiency
3. Hearing or vision impairments
4. Environmental, cultural, and motivational factors (including situational trauma)

- Situations will arise that do not afford teams a lot of time to collect and respond to data. Even in these special cases, decisions must be made by the RTI team.

- Direct special education services must be provided by a special education teacher.

Materials Needed for Psycho ED Evaluations

The following materials (1 through 9) should be included in a packet and given to school psychologist as soon after consent is signed as possible. An incomplete packet will delay completion of the evaluation and/or the report. Psychoed testing will not be started until these documents are provided. These documents should be provided to the school psychologist within five-days of the signed consent for testing.

1. Copy of Signed Consent for Testing
2. Copy of Vision and Hearing Screening Date and Results
3. Copy of any Previous Evaluations
4. Copies of results of any other standardized academic tests or measures – e.g. TCAP, etc
5. Copies of any RTI Data
6. Copies of any behavior plans
7. Disciplinary Log
8. Any release forms deemed pertinent to contact other educational entities or healthcare providers
9. Any other educational or health related documents that could be pertinent

Materials that parent needs to complete

While we can start the testing without the following information, these forms need to be completed and provided to the psychologist prior to the evaluation report being written.

1. Background Information Form
2. Rating Scales – typically BASC-2

Materials that teacher needs to complete

While we can start the testing without the following information, these forms need to be completed and provided to the psychologist prior to the evaluation report being written.

1. Indirect Observation
2. Direct Observation – conducted by a different teacher
3. Rating Scales – typically BASC-2 – completed fully
4. Other additional scales as determined by school psychologist

If a student is not successful in the classroom due to academic and/or behavior problems, the following process should be followed:

Tier I instruction:

- Various sources of data should be collected and analyzed (i.e., MAP,, DRA, i-Ready, AIMSweb, TCAP, classroom, etc.) to identify **specific areas of deficit.**
- The teacher should contact the parent to discuss concerns, collected data and proposed academic and/or behavior strategies.
- The teacher should implement the proposed strategies in the classroom by modifying the teaching plan to accommodate the student's specific deficits in the same or alternate settings (whole group, small group, 1:1, etc.) and/or developing and implementing a Behavior Intervention Plan (BIP).

- The teacher should document strategies used, time and frequency of implementation and student's progress (or lack of progress) on the **Progress Monitoring Data Document** provided. This document should be accompanied by all relevant work samples, assessments and other evidence. Be careful not to use too many strategies at once. This may make it difficult to identify exactly what contributed to the student's progress or lack of progress.
- Interventions at this level should continue with fidelity and weekly or bi-monthly assessments and reviews for at least 4-8 weeks. If the student is making some or adequate progress the teacher should continue Tier I strategies as they are or with small changes. If the student is making no progress, the teacher should refer the student to the RTI Coordinator for assistance with reviewing the data and revising the Tier I plan or for a possible referral for Tier II interventions.
- The parent must be involved in, or at least notified of, any decisions.

Tier II interventions:

- Tier II interventions are in addition to Tier I instructional strategies; they do not replace them.
- Interventions at this level can be provided by the teacher and/or an interventionist.
- Interventions at this level cannot be the same strategies that proved to be ineffective in Tier I.
- The teacher/interventionist should document strategies used, time and frequency of implementation and student's progress (or lack of progress) on the **Progress Monitoring Data Document**. This document should be accompanied by all relevant work samples, assessments and other evidence. Be careful not to use too many strategies at once. This may make it difficult to identify exactly what contributed to the student's progress or lack of progress.
- Interventions at this level should continue with fidelity and weekly or bi-monthly assessments and reviews for at least 8-10 weeks. If the student makes adequate progress, s/he may be referred back to Tier I. If the student is making some progress the teacher should continue Tier II interventions as they are or with small changes. If the student is making no progress, the teacher/interventionist should refer the student to the RTI Coordinator for assistance with reviewing the data and revising the Tier II plan or for a possible referral for Tier III interventions.
- The parent must be involved in, or at least notified of, any decisions.
- The student should also be referred for a hearing and vision screening if they have not been screened within the last year.

Tier III interventions:

- Tier III interventions are in addition to Tier I instructional strategies; they do not replace them. Students receiving Tier III interventions do not have to receive Tier II interventions as well since Tier III interventions will be more intensive.
- Interventions at this level can be provided by the teacher and/or an interventionist.
- Interventions at this level cannot be the same interventions that proved to be ineffective in Tier II.
- The teacher/interventionist should document strategies used, time and frequency of implementation and student's progress (or lack of progress) on the **Progress Monitoring Data Document**. This document should be accompanied by all relevant work samples, assessments and other evidence. Be careful not to use too many strategies at once. This may make it difficult to identify exactly what contributed to the student's progress or lack of progress.
- Interventions at this level should continue with fidelity and weekly or bi-monthly assessments and reviews for at least 8-10 weeks. If the student makes adequate progress, s/he may be referred back to Tier II. If the student is making some progress the teacher should continue Tier III interventions as they are or with small changes. If the student is making no progress, the teacher/interventionist should refer the student to the RTI

Coordinator for assistance with reviewing the data and revising the Tier III plan or for a possible referral for a comprehensive evaluation.

- The parent must be involved in, or at least notified of, any decisions.
- The school's special education Compliance Lead and psychologist should also be informed of this decision and invited to the RTI parent meeting. The Compliance Lead will review the **Items needed for a Psycho-educational Evaluation** with the team and the psychologist will review the referral packet to make ensure all needed documentation has been collected.

Special Education interventions:

- Students already receiving special education services will receive interventions from their case managers in the specific deficit areas identified by their case managers.
- These students should continue to receive Tier I instruction from there content teachers in the general education setting.
- These students do not have to receive Tier II or Tier III interventions.

1.10 School Culture and Discipline
In this section:

(a) Provide as **Attachment B** the Student Handbook and/or forms that will be provided to or required of students and families, including any "contracts" with students and parents.

Rich ED Academy of Leaders Student and Family Handbook can be found in **Attachment B.**

(b) Describe the desired school culture or ethos of the proposed school and how it will promote a positive academic environment and reinforce the charter school's mission, goals, and objectives.

To successfully serve our girl students and achieve these results, REAL is prepared to support a wide range of academic and social emotional needs. Central to this is developing a school culture that supports students in being, learning and growing together. We believe this is best accomplished through a school culture and academic program that allows students to learn about, investigate and interrogate the various histories and perspectives of Memphis and beyond that aligns with our mission of inspiring girls to become creative thinkers, innovators and courageous leaders to meet the challenges of their time. REAL's academic program--the content, the curricula and learning experiences--as well as its school culture--the rituals, the systems, and structures--will provide opportunities for students to make meaning of their own life experiences and grapple with those of their classmates and the broader Memphis community to build the identity framework that is part of our graduate profile.

To achieve academic excellence for the students and families of Memphis, Rich ED Academy of Leaders is committed to providing a safe and orderly environment where we maximize every minute of the school day for learning. Students and families have the right to attend a safe and orderly school, where students will learn and achieve. Our school culture will be based on explicit character education facilitated through our core values. Rich ED Academy of Leaders will learn to be mindful of their actions and think about how their actions impact others. We will create a structured environment that enables all students to thrive while engaging in challenging work that sets them on the path to college. We firmly believe mistakes are an opportunity to learn, and we understand that students need more than strong academics to realize the option of college. We will teach, model, and practice the behavior we expect through our schedule in our Morning Motivation, Learn by Doing Labs and Intervention Blocks, and our weekly Community Circle (HOUSE). We will reinforce our expectations during the school day with strategies we have normed schoolwide. Five core values guide our character development program: **Courage, Joy, Integrity, Support and Contribution.** Cumulatively, we will promote a positive academic environment and reinforce our mission through the following commitments: Collaboration, Community, Civics, Competence and Character.

(c) Explain how you will create, implement, and sustain this culture for students, teachers, administrators, and parents starting from the first day of school. Describe the plan for acculturating students who enter mid-year.

<u>Defining a Culture of Excellence</u>

Our leadership team is committed to identifying, designing and refining what it takes to put students on the path to success. Together with our teams; our leader uses her exceptional strengths, skills and passions to bring the learning environment to life. Here are a few outstanding characteristics of the culture of excellence that REAL will display:

Collaboration, Community, Civics, Competence and Character

Collaboration-Teachers are considered the facilitators of student learning, growth and development. As students, they are the thinkers. Teachers and students work collaboratively to ensure academic growth and academic success. REAL school projects integrate hands and minds and incorporate inquiry across multiple disciplines, leading to the creation of meaningful and beautiful work.
Thinkers engage in work that matters to them, to their teachers, and the world outside of the school. Thinkers connect their studies to the world through fieldwork, community service, work experience, and consultation with outside experts. The learning space is designed to be collaborative workplaces with small-group learning and project areas, relevant technology and common spaces where artwork, prototypes and other artifacts of student thinking are created and displayed. In the classroom, culture is exemplified through a positive philosophy, differentiated instruction, a responsive classroom, research-based curriculum, social-emotional emphasis and behavioral support.

- REAL teachers work together in the development of integration goals and objective across curriculum.
- REAL is intentional around publicizing to students, parents, and community the purposes and anticipated outcomes of the collaborative efforts of the teachers.
- REAL provides staff development opportunities are provided that is free from the distractions of the day-to-day routine of school operations and involves all academic and vocational teachers.
- REAL affords open and unstructured time in a relaxed atmosphere for academic teachers to share during Wednesday's professional development time.
- REAL teachers share competency lists so they can learn the basic competencies the others teach or need students to know.
- REAL teachers get time to observe and experience hands-on activities in each others' classes.
- REAL has allowed for adequate planning time in its calendar for teachers to incorporate real-world examples in their instruction. This planning time should be shared with elective teachers.

Community-REAL facilitators practice a learner-centered, inclusive approach that supports and challenges each student. Students pursue their passions through projects, and reflect on their learning. Students are able to recognize that identity development and personal growth occur within the context of community and our school intentionally fosters relationships of trust and mutual respect among students and adults through program design elements such as: small school size, small classes, home visits, advisories, and collaborative work between students and staff.

REAL gives girls the tools to excel in life. It is a place where girls learn to express themselves both intellectually and creatively. REAL offers an environment where lifelong friendships are formed.

Community

- Each morning (7:00-7:17), the huddle consists of all REAL staff for a brief overview and encouraging moment for the day and helps to build a sense of belonging and expectation of the building an engaging learning environment for both staff and students.
- Each Wednesday-the entire staff and student of body of REAL comes together for a 60-minute student-led assembly (HOUSE) that incorporates each of the core values of the school and allows for each of the school's partners to come into the school, interact with the staff and students and build a community that supports the efforts of the school. During this time, partners speak with students as a collective group and information is shared that helps to support the mission and goals of the school.
- Class meetings are useful for setting goals and norms, planning activities, and identifying and solving problems. They are essential for building peer relationships and fostering shared goals in the classroom. Class meetings are held at the beginning of each semester. The class meeting will discuss the school's overview (mission, goals, core values and expectations and will collaboratively establish goals for the year (such as "To make our school a safe place for everyone"), shared values (such as "To treat one another with respect"), or shared norms (such as "To make decisions by consensus whenever we can"). At the beginning

of semester 2-the class meeting will reinforce these same principles and allow for the time and space to discuss any changes and/or prepare for the upcoming semester with any new shared goals, norms and/or values.

- A buddies program pairs whole classes of older and younger students for academic and recreational activities. Because of REAL's growth model-there is an amazing opportunity for every older student to get a younger buddy for the year and a peer mentor/mentee relationship is built as the school continues to grow. For example, during year one, an incoming 6th grader will be paired with another 6th grader and will remain in partnership throughout each of their time at REAL. As the school grows out, incoming 6th graders will be paired with upper-classmen (7th or 8th graders). This creates both accountability and responsibility for both students and begins building relationship and a student's first act of leadership by being accountable and responsible for one another.

They get acquainted by interviewing each other, charting ways in which they are alike and different, and sharing their classroom portfolios. During the year, they may read or play math games together, visit museums, work together for a cause, or create a joint journal of their activities. At year's end, they show their mutual appreciation by exchanging thank you notes or gifts that they have made. Buddies programs help create powerful cross-age relationships, teach important social skills, and create a caring ethos in the school.

- School-wide community-building activities link students, parents, and teachers; help foster new school traditions; and promote helpfulness, inclusiveness, and responsibility. REAL's school year includes several opportunities for parents, students and teachers to connect such as: Open House, APB Seminars (Saturday sessions), Leadership Summit, invitations to the entire family to visit the school.

Civics-REAL is a secondary learning institution that strongly promotes democratic values. For both staff and students, rules and procedures are in place to both have a structured and civil environment, but also to help staff and students develop their skills and responsibilities as citizens. Obviously, teachers will not teach children what religion they should believe in or what political party they should vote for. Those are family preferences. No teacher can tell a child or a parent that the values he holds are wrong. On the other hand, teachers who do not raise questions about values, ask children to examine their own feelings, or promote the values inherent in our democracy may perform a disservice to our democracy by avoiding those topics. If teachers do not actively promote the values of our society, children learn nothing about democracy; rather, they learn that they can do whatever they wish.
The values that do matter, and are worthwhile and even necessary, are those that are consistent with the values of democracy. In schools for young children, the universal attitudes and values consistent with the rights and responsibilities of living in a democracy are those that are taught, including but not limited to:

- Civility, including respect for others and the use of civil discourse
- Individual responsibility and the inclination to accept responsibility for one's own self and the consequences of one's own actions
- Self-discipline and adherence to the rules necessary for maintenance of the American constitutional government without requiring the imposition of external authority
- Civic-mindedness and the willingness on appropriate occasions to place the common good above personal interest
- Open-mindedness, including a healthy sense of skepticism and a recognition of the ambiguities of social and political reality
- Willingness to compromise, realizing that values and principles are sometimes in conflict, tempered by a recognition that not all principles or values are fit for compromise since some compromise may imperil democracy's continued existence

- Toleration of diversity
- Patience and persistence in the pursuit of public goals
- Compassion for others
- Generosity toward others and the community at large
- Loyalty to the republic and its values and principles

These core components will be taught and implemented throughout the school year but will be daily addressed and serve as guiding principles in the school's Advisory Course Sequence.

Competence-REAL students and staff are encouraged and developed into being culturally competent and able to possess the competencies necessary to live and work in a global society. Building relationships is crucial to the work and is highly encouraged in the learning environment. This is especially critical at REAL where we seek to employ teachers who may or may not share similar backgrounds with the students we teach. Those relationships will have even larger implications working with disadvantaged students. The teacher-student relationship has so many subtle nuances across race, gender, and class lines that opening our eyes to these nuances would make us better educational leaders. Along with relationship building, REAL teachers create a fair and equitable environment where we strive to understand the students individually and develop a common sense of purpose for them collectively.

Character-There are two aspects of character that are mutually supportive. The core ethical values enable us to treat each other with fairness, respect, and care, and ensure that we pursue our performance goals in ethical rather than unethical ways. The performance values, in turn, enable us to act on our ethical values and make a positive difference in the world. We take initiative to right a wrong or be of service to others; we persevere to overcome problems and mend relationships; we work selflessly on behalf of others or for a noble cause, often without recognition or reward. In all realms of life, good intentions aren't enough; being our best requires work. The ways to create a school-wide learning community with a high level of connectedness around shared core values are as follows: create a safe and supportive learning community. Create a culture of excellence, foster, in both staff and students, a "growth mindset" that emphasizes the importance of effort, develop thinking dispositions in all members of the school community, assign work that matters, provide models of excellence, develop a culture that encourages feedback and revision, prepare students to make public presentations of their work, the use rubrics to help students take responsibility for their learning and encourage mastery learning.

Additional Cultural Supports:
Socio-Emotional Emphasis-The "Path to Success" traits are part of the regular vernacular of our students. We provide daily activities and constant reinforcement of the qualities of collaboration, community, citizenship, character, competence and even curiosity.

School-wide Operational Functions-Visitors to our schools will marvel at our calm classrooms and orderly hallways and common spaces. We will spend a full two weeks at the beginning of each school year exclusively teaching and practicing rules and procedures, thus firmly establishing an environment that is highly conducive to learning.

Behavioral Support-REAL's Response to Intervention (RTI) team uses student data to determine when it may be necessary to provide additional support for students. Behavior interventionists work with individual students needing support both inside and outside of the classroom, redirecting and resetting behavior so that the student may successfully return to learning.

(d) Explain how the school culture will embrace students with special needs, including students with disabilities, English Language Learners, and students at risk of academic failure.

Rich ED Academy of Leaders culture will embrace students with special needs, students with disabilities, English Language Learners, and students at risk of academic failure by ensuring a research-based, data-driven process for supporting students' behavior and academics. We will use a proactive, flexible approach to matching both academic and behavioral supports with every student's level of need. In alignment with the RTI2 Framework for Tennessee, we will provide high- quality instruction and interventions that match student progress and student need. We also commit to monitoring student behavior progress to make frequent decisions about accommodations and/or modifications to programming.

(e) Describe the philosophy for student discipline that supports your proposed school's model, including:

- Practices the school will use to promote good discipline, including both penalties for infractions and incentives for positive behavior;
- If not included in the discipline policy, a list and definitions of the offenses for which students in the school must (where non-discretionary) and may (where discretionary) be suspended or expelled, respectively; procedures for due process when a student is suspended or expelled as a result of a code of conduct violation, including a description of the appeal process that the school will employ for students facing expulsion;
- An explanation of how the school will protect the rights of students with disabilities in disciplinary actions and proceedings;
- A description of the individuals responsible for carrying out the discipline policies which includes the job description and qualifications (at the administrative level);and
- Discuss how students and parents will be informed of the school's discipline policy.

We propose a reflective, supportive, and equitable student discipline system, grounded in the philosophy that all students can learn and achieve at high levels. Our disciplinary approach is based on the RTI2 Behavior Framework, a data-based model to prevent inappropriate student behavior through decision-making grounded in data and interventions to support students' needs. We will use evidence-based practices to support students in reducing challenging behaviors and helping them successfully make choices that lead to success. Our RTI2 Behavior Framework will help us to teach students appropriate behaviors instead of simply punishing inappropriate behaviors.[121]

Practices to Promote Good Discipline, including Penalties and Incentives**.** We will provide Tier I behavioral support for all students. Our teachers will consistently follow these three steps when giving directions to students: (1) Clearly communicate the explicit directions they need the students to follow; (2) Positively narrate student behavior to support them in following directions; (3) Take corrective action with students still not following directions. We will communicate our school-wide expectations during our Parent/Family Orientation we hold prior to the start of school. This proactive approach will ensure that students receive the necessary information and support to be able to meet our behavioral expectations. The systems we have selected to communicate to our students, families, and teachers are the following:

- **Powerschool** – Kickboard is an online platform that we will use to document and communicate student behavior for grades 6-8. We will use data collected to inform our RTI2 Behavior Framework.
- **School Rules and Code of Conduct**. We believe that a common system of rules and consequences consistently and fairly enforced by all staff will maximize student time on task and overall academic achievement. We have modeled our system after the school-wide discipline plans from High Tech High schools in San Diego, CA; and Chattanooga Girls Leadership Academy in Chattanooga, TN.

[121] https://www.tn.gov/content/dam/tn/education/special-education/rti/rti2b_framework.pdf.

- **Core Value Behavioral Expectations**. Display courage – Show Integrity – Be Joyful. Be supportive. Always contribute.

Infractions and Consequences. Before the start of school each year, we will communicate our behavior expectations and systems to students, families, and teachers.

Rich ED Academy of Leaders will carry out the discipline policy adopted by the Board of Directors post-authorization to govern the discipline procedures used with all students. Our discipline policy defines suspensions and expulsions in the following ways.

Suspensions. Suspension is defined as any time a child is required to be excluded from the instructional environment and not in attendance at school. To create and maintain a safe, supportive, fair, and consistent school community and culture, Rich ED Academy of Leaders will suspend students from school when there are serious breaches to the discipline code. A student may be suspended by decision of the Head of School as applicable. The Board will be notified of all suspensions longer than three days. In all cases, parents or guardians will be informed of a suspension and will be required to attend a conference to address the concern and work collaboratively with the Head of School, Dean of Student Supports & Culture (Y2 and on). We will create an equitable environment with consideration of students' rights as prescribed by their disabilities, IEPs, Section 504 plans, or any other outlined special needs, accommodations, or modifications. To do so, we will implement the RTI2 Behavior Framework to evaluate a student's trends in behavior and the impact it has on the student's academic progress.

Expulsion. We reserve expulsions for students whose conduct constitutes a continuing danger to the physical wellbeing of other students and/or the staff. There will be zero tolerance for bringing a gun or deadly weapon to school or for any assault on school employees or students. A student may also be liable for expulsion for possession, use of, or selling of alcohol or controlled dangerous substances while on school property. A student with frequent suspensions and continued willful disobedience and/or open defiance of authority may also be at risk of expulsion. In any case, the possibility of expulsion will be an absolute last resort, to be considered only when we have exhausted all other efforts and the student has not responded to all other forms of discipline and support such as behavior modification plans, detention, suspension, advisor support, parental involvement, and counseling. For a student to be expelled, the process must be initiated by the Head of School and must include discussion with the entire faculty and adhering with the student's parents where the Head of School is present. A student who is expelled will receive due process under Tennessee state law. At REAL, due process will include the following (subject to legal review and Board approval): The Head of School follows standard disciplinary policies and procedures for investigating the facts, obtaining witness statements, and ensuring adherence to due process procedures. If the Head of School believes expulsion is warranted, the student will be expelled.

The Head of School reports to the Memphis Police Department any documentable or suspected incident involving illegal drugs, firearms, explosives, or other weapons outlined in TCA 39-17-1309. Any decision to expel a student will require the Board's approval, and families may appeal the decision to the Board.

Appeals Process of Suspensions and Expulsions

Parents reserve the right to appeal a suspension or expulsion decision first with the Head of School in writing. If the appeal is not resolved the parent reserves the right to appeal to the Board of Directors in writing within 10 days of the suspension or expulsion. Rich ED Academy of Leaders has the following policy as a guide for parents and guardians to hear their appeal in the most effective manner. This policy serves as a guideline, but the HOS has the final decision in all matters that take place under the management of the school. The following procedure will be followed whenever a parent/guardian has an appeal: (1) The parent/guardian is to set an appointment to meet with the HOS within 48 hours of the suspension issuance. (2) HOS and Dean of Student Supports & Culture present

evidence and data related to incidents hears the parent concern and appeal of suspension and/or expulsion. HOS and Dean of Student Supports & Culture, and family discuss the rationale for decision and come to a resolution to uphold or remove the decision. If the issue is not resolved, the parent/guardian may ask for a grievance process with the Board of Directors. (3) If the issue remains unresolved, the parent/guardian is requested to write a letter of grievance addressed to the Board Chair of Rich ED Academy of Leaders Governing Board of Directors for final decision. (4) Parent notified about decision of upholding or removing the suspension or expulsion.

Student Code of Conduct

Our Code of Conduct outlines our tiers of infractions that violate our behavioral expectations and the corresponding consequences that result. We also employ a behavior incentive system, which ensures high behavioral expectations for every scholar and includes structured opportunities to reinforce desirable behavior and motivate scholars to continue to exemplify our REAL values through their actions. Teachers are taught to deliver consequences with minimal disruption to the class. A redirection or consequence should not be insulting or embarrassing. At REAL, our teachers use redirections as a pause, an acknowledgment of digression, a redirection, and a starting point for positive choices. When students violate the Code of Conduct, they face a clear series of consequences with appropriately laddered steps of school responses. Our disciplinary approach, policies, and procedures will be outlined clearly in our Student and Family Handbook (which we will give to families in their home language and discuss extensively with our students), as well as reported to the Division of Charter Schools. We have four tiers for infractions that students may commit in violation of our behavior system: **Tier 0** – Behavior Addressed Through Teacher Management Strategies (Minor Infractions)**. Tier 1** – Core Value Violations (Moderate Infractions)**. Tier 2** – Conference Level Infractions/Repeated Tier 1- triggers informal review of RTI2 Behavior Framework Data Review**. Tier 3** – Severe Infractions.

Protecting the Rights of Students with Disabilities

We will work in partnership with each student, family, and related services if necessary, to create an individualized behavior plan to support the success of any struggling student. Moreover, if a student accumulates more than 10 days of suspensions, we will hold a manifestation meeting to determine if the student's behavior is a manifestation of any disability or special need. If a child's suspension exceeds 10 cumulative school days, we will hold a manifestation determination meeting and provide the student with education services. Manifestation determination review meetings will be held after a 24-hour notice to parents have been made pursuant to TN Rules of State Board of Education 0520-01-09.15: Parent Participation. On or after the 11th day of a suspension, services provided will enable students to continue participating in the general education curriculum. Manifestation determinations involve the following:

Standard of Review – The Student Supports Team will review all relevant information including evaluation results, observations of student, IEP placement, medical information, report cards, and other relevant information supplied by the parent of the student to determine the following and documented in compliance with SCS's Manifestation Determination Worksheets in EasyIEP: If the behavior in question was caused by or had a direct and substantial relationship to the student's disability; If the behavior in question was the direct result of REAL's failure to implement the IEP and/or behavior intervention plan;

- The Student Supports Team will include the HOS, the parent and the Dean of Student Supports & Culture (as case manager) and any other individuals determined by both the school and parent.
- If behavior is not a manifestation of the student's disability the student is subject to discipline decisions the same as students who do not have disabilities. However, the student will continue to receive special education and related services and the ability to progress in the general education curriculum during the timeframe of removal.

- If behavior is a manifestation of the student's disability, the student may not be suspended beyond the ten (10) allowable days. At that time, the student will return to the placement from which he/she was removed, unless the Student Supports Team agrees to a change of placement. REAL will enact a functional behavior assessment and a behavior intervention plan. Exceptions to this procedure are the following: student carries or possess a weapon at school, on school premises, or at school function; knowingly possesses or uses illegal drugs, with the intent to sell at school or at a school function; inflict serious bodily injury on another person while at school or a school function.
- We will hold a Student Support Team (SST) meeting with the family to develop a behavior plan that defines behavioral supports and increased communication between the family and school. The plan will specify rewards and consequences for behaviors and clear steps and information on potential trigger behaviors.

Description of Individuals Responsible for Carrying out Discipline Policies

The Head of School (HOS) will uphold, enforce, and oversee the discipline policies. In the first year of operation, the HOS will manage all tasks related to discipline and school culture. In Year 2, the Head of School will hire a Dean of Student Supports & Culture, who will then manage school discipline with the support of the HOS and Curriculum/SPED Coordinator in Year 3. The Dean of Student Supports & Culture will be hired preferably from within the school staff to ensure our school vision is upheld with consistency. The Dean of Student Supports & Culture will work collaboratively with the Curriculum/SPED Coordinator (Y3), Family & Community Coordinator (Y4) and Dean of Academics (Y6). The leadership team (which also includes the Business Manager) will meet at least once per week to discuss the academic, behavioral, and operational progress of the school. The Deans will be responsible for managing teachers in both instruction and classroom management. The Business Manager will report to the Head of School.

Informing Students and Parents

We will always communicate our discipline policy to families before the start of school year, during our student and parent orientation. Parents and students will receive a copy of the Student and Family Handbook each year in their home language. In accordance with our grievance policy to be adopted by the Board of Directors, any complaints and comments regarding the discipline policy, or regarding discipline actions or practices taken, will initially be addressed to and by the Head of School, Dean of Culture, as applicable. Annually, the Head of School will make final decisions on updates or changes to the discipline policy and will submit any such policy changes or updates to the Board of Director for final review and approval.

(f) Provide the student discipline policy as **Attachment C**, if not already included in **Attachment B** of the school handbook.

Attachment Included.

(g) If you plan to adopt the local district or another school's policy, explain how this policy aligns with your mission, vision, and goals.

1.11 Marketing, Recruitment, and Enrollment (prior to school opening)

In this section:

(a) Provide as **Attachment D** the school Enrollment Policy, which should include the following:

- Tentative dates for the application period and enrollment deadlines and procedures,including an explanation of how the school intends to receive and process application forms (considering the LEA's open enrollment and lottery schedule);
- Nondiscriminatory admission policies, pursuant to T.C.A. §49-13-107;
- Any proposed articulation plans or agreements, pursuant to T.C.A. §49-13-113;
- An explanation of the purpose of any pre-admission activities for students or parents;and
- Policies and procedures for student waitlists, withdrawals, re-enrollment, andtransfers.

SCHOOL ENROLLMENT POLICY:

REAL is an all-girls charter school, and based on Tennessee Code Annotated 49-13-113(f) preference will be given to girls passing to the 6th grade for the 2021-2022 academic school year. The enrollment policy prohibits discrimination based on disability, race, creed, color, national origin, religion, ancestry, or need for special education services. REAL will operate in compliance of all laws outlined in Tennessee Code Annotated and standards established by Shelby County Schools

ONLINE APPLICATION SUBMISSION DATES

2020	
Pre-Enrollment Period	January – April (accessible at any time)
Enrollment Period	May – August (accessible at any time)

HARD COPY APPLICATION SUBMISSION DATES

Pre-Enrollment Period Dates 2020	
Tuesday, January 27	10:30 a.m.-7:30 p.m.
Tuesdays, February 11 and 25	10:30 a.m.-7:30 p.m.
Tuesdays, March 10 and 24	10:30 a.m.-7:30 p.m.
Tuesdays, April 14 and 28	10:30 a.m.-7:30 p.m.
Enrollment Period Dates 2020/2021	
May- August	10:30- a.m.- 7:30 p.m.

LOTTERY PROCESS:
Should REAL receive more applications than the number of seats available, we will hold a transparent, random and impartial lottery to determine which students will be admitted to the school according to Tennessee Code Annotated 49-13-113(b). The lottery process will be managed by a third party and will use the following criteria:

1. Potential female students with a completed application by the deadline of May 15 are eligible to participate in the lottery.
2. Children of REAL staff members and governing body will get preference not to exceed 10% of total enrollment or 25 students, whichever is fewer.
3. If a student is selected, and she has a sibling on the list, that sibling will be moved to the top and given preference, allowing the family to attend school together.
4. After the available slots are filled, REAL will continue drawing names of the remaining applicants and place them on a waitlist.

WAITLIST/WITHDRAW/TRANSFER POLICY:
If an admitted student decides to withdraw, the first student on the waitlist will receive her spot and so on. Per SCS rules, transfer requests are submitted January 15-March 1 of each school year. Transfers will not be considered after those dates unless eligible circumstances including, death or divorce of parent/guardian, moving, or safety concerns as a result of being a victim of a violent crime at school.

STUDENT RE-ENROLLMENT POLICY:
Our goal is to have at least 80% of students who ended the school year at REAL re-enrolled for the next academic school year. After our inaugural year, we plan to use the same recruitment tactics with the hopes of our first-year students and their families refer REAL to others. We will use the same timeline and milestones as well.

We will begin accepting Intent to Enroll forms this fall before we open enrollment on January 16, 2019.

Rich ED Academy of Leaders enrollment policy is provided is **Attachment D.**

(b) Describe how parents and other members of the community will be informed about the school.

We have been informing and will continue to inform parents and other members of our proposed communities, North Memphis/Uptown, central Downtown and South Memphis about Rich ED Academy of Leaders in the following ways:

Pre-authorization. (1) community information sessions hosted by Founding Board and Founder; (2) tabling events hosted by the Founding Board of Directors and Founder; and (3) Founding Team attendance at community events in 38103, 38107 and 38126; (4) social media: https://www.facebook.com/whyGirls19/; (5) monthly newsletters - since January 2017 to inform about our progress and upcoming events; (6) Community Partnerships; (7) Local churches, (8) Founders Day Celebration-September; (8) Why GIRLS Weekend-January.

Pending Authorization. (1) community information sessions hosted by Founding Board and Founder; (2) tabling events hosted by Founding Board and Founder; and (3) Founding Team attendance at community events in 38103, 38107 and 38126; (4) social media: https://www.facebook.com/whyGirls19/; (5) monthly newsletters since January 2017 to inform about our progress and upcoming events; (6) continued conversations with community stakeholders; (7) establishment of community partnerships with local agencies to meet the needs of students.

Post-authorization. During our planning year, we will leverage our relationships with community organizations, local churches, Bickford Community Center, New Beginnings Church, Mt. Nebo Church, Cossitt Library, local

business owners, and community organizations to help us inform parents and families about the opportunity for their child(ren) to attend an all-girl middle school. We will build on the relationships we have already established with families to continue to engage with more families in our target communities.

To inform families about Rich ED Academy of Leaders, we will leverage the expertise of the Founding Board. Our marketing strategies will include: (1) door-to-door canvassing and boots-on-the-ground events to pass out flyers; (2) social media such as Facebook where we already have a supporter base of over 220 people; (2) radio ads and interviews; (3) tabling events; (4) information sessions and town hall meetings organized in partnership with community groups; (5) posting print material (i.e. flyers and postcards) in English and Spanish in local businesses about enrollment; (6) continuing to build relationships in the community. As a Founding Team, we fully understand that full enrollment will rely on energetic mobilization of the relationships and connections within our community.

(c) Describe your plan to recruit students in your pre-opening year, including the strategies, activities, events, and responsible parties. Include a timeline and plan for student recruitment/engagement and enrollment, with benchmarks that will indicate and demonstrate suitable recruitment and enrollment practices over time.

Rich ED Academy of Leaders plan to recruit students in our pre-opening year includes leveraging our Founding Team's personal connections to the community, holding several events for families to learn more about our school, and extensive online and in-person outreach through flyers, social media, mailings, tabling, and door-to-door canvassing. Our Founder is a former resident of the 38107 zip code and mother of a daughter who attended elementary in the 38107 community. She is a former classroom teacher in legacy Memphis City Schools and in neighboring communities of 38104 and 38106.

REAL will actively recruit high-achieving girls from diverse backgrounds. We will align with organizations catered specifically to girls such as UCAN of Memphis, H.U.S.H. Inc, Beautiful Spirited Women, Young Actors Guild, and Grow Girls Mentoring Program; as well as the Campaign for School Equity and the Women's Foundation for a Greater Memphis and the Memphis L.I.F.T. to connect with parents. We will utilize the parents within those organizations, starting within 45 days of charter approval, to host personal events at their homes or offices so representatives from REAL can come and speak with the parents directly to recruit; their daughters will be allowed to attend, too.

REAL will aggressively recruit girls from the churches in the area. We will be speaking at their community events or during their announcement times during worship service. We will be making contact with Downtown Memphis Church, Clayborn Temple, St. Patrick Catholic Church, Progressive Missionary Baptist, Fellowship Memphis, Calvary Episcopal, St. Mary's Catholic, First Presbyterian, Grace Church, First Baptist, Great Light Christian, and Pentecost Temple COGIC. We have established relationships with congregations from Riverside Missionary Baptist, Christ United, and Freedom Baptist. We are currently working on securing the best dates to come in to speak with their congregations.

Executive Director LaShundra Richmond will be leading the charge in ensuring we meet our recruitment goals and deadlines and propose a new strategy if what we'll be doing isn't working. She will be responsible for securing staff members to assist with recruitment efforts.

Within six months post-authorization, the Board Chair will appoint a Community Engagement Task Force to reach our goal of applications at 150% of Y1 enrollment– allowing for 112 enrolled with 60 students on our waitlist.

Recruitment Plan and Timeline

Timeline for Student Recruitment.

PLAN	DATE
Purchase website domain	By July 31, 2019
Release Press Release (after charter approval)	By August 1, 2019
Design informational marketing materials, including application, intent to Enroll form	By August 18, 2019
Website goes live w/ downloaded information	By August 30, 2019
Post flyers and/or brochures around the city	August 2019-April 2020
Begin Media Interviews	August 2019-August 2020
Begin Church tour	September 2019-April 2020
Begin 12 Private Hosted Informationals	September 2019- June 2020
Identify 5 more strategic community partners	By October 1, 2019
Collect total of 75 intent to Enroll Forms	By October 31, 2019
Identify 10 more strategic community partners	By November 1, 2019
Collect total of 125 intent to Enroll Forms	By November 30, 2019
Identify 15 more strategic community partners	By December 1, 2019
Collect total of 175 intent to Enroll Forms	By December 29, 2019
Make enrollment available online	January 16, 2020
#whyGIRLS Weekend	January 16-20, 2020
Visit downtown school & events to recruit	January 16- April 30, 2020
Collect total of 225 Intent to Enroll Forms	By January 31, 2020
Host Recruitment Fair Downtown/Uptown/North Memphis	February 6, 2020
Collect total of 50 enrollment forms	By March 31, 2020
Collect total of 100 enrollment forms	By April 30, 2020
Collect total of 150 enrollment forms by	By May 15, 2020
Conduct Admissions Lottery	May 21, 2020
Notify all Parents of status	By May 25, 2020
Summer Immersion Experience (6^{th} graders)	June 2020-July 2020

Repeat Strategies	July 2020-May 2021
Confirm Acceptance	June 2021-August 2021
REAL opens	August 2021

(d) Describe how students will be given an equal opportunity to attend the school. Specifically describe any plans for outreach to: families in poverty, academically low-achieving students, students with disabilities, English learners, and other students at risk of academic failure. If your school has a specific area of focus, describe the plan to market that focus.

Rich ED Academy of Leaders ensures that all students will have equal opportunity to attend our school. As a public school with open enrollment, we will accept all students as we have seats available. To ensure that all students in Memphis learn of the opportunity to attend, we will conduct extensive outreach, strategic marketing to our target population, and inclusive communication with community members.

Outreach Plan. Based on the educational need and lack of choice existing in the 38107 and 38126-zip codes, we will target our recruitment primarily to the North Memphis/Uptown and South Memphis communities.

Inclusive Communication. We will clearly communicate our plan to support all students: academically low-achieving students, students with disabilities, English learners, and other students at risk of academic failure; while we will accept applications from all students within Shelby County Schools District, we will target recruitment efforts in 38107 and 38126 and surrounding zip codes.

(e) What established community organizations would you target for marketing and recruitment? Consider pre-schools, civic groups, camps, summer programs, faith-based institutions, etc.

As outlined below, our Founding Team has been working since August 2017 to strategically build relationships with local churches, businesses, organizations, nonprofits, and community groups across the city to support our mission. In alignment with T.C.A. 49-13-102, purpose of charter schools, Rich ED Academy of Leaders proposes to offer families in North Memphis/Uptown and South Memphis a high-quality option responding to students' academic needs and the lack of an all-girl learning environment. Community organizations such the Bickford Community Center, UCAN of Memphis, Grow Girls Mentoring, Young Actors Guild, Memphis Music Initiative, New Beginnings Church, and Mt. Nebo Church will allow us access to numerous families in our proposed community.

(f) Describe what has been done to assess and build parent and community demand for your school and how you will engage parents and community members from the time that the school is approved through opening.

Our Founder has engaged with parents and community members in person, by phone, via email, and social media since August 2017 to inform the vision and mission of Rich ED Academy of Leaders. In accordance with T. C. A. § 49-13-102, Rich ED Academy of Leaders will offer families the opportunity to meet their children's educational needs and afford parents substantial meaningful opportunities to participate in the education of their children. We have 100 individuals signed up for our monthly newsletters and are engaging with over 219 followers on social media. We have hosted events in collaboration with local businesses and community organizations to engage with our proposed community and will continue to engage with our community in the planning year of 2020-2021 through the following upcoming events: tabling events, canvassing, and meetings with potential partner organizations. In planning our enrollment strategy, we will leverage the expertise of our Founder, LaShundra Richmond and Founding Board Member-TJ Jefferson, and best practices from other successfully enrolled schools

with waitlists. Our Founding Team continues to work and plan ways to connect with the community to build parent and community support.

Rich ED Academy of Leaders will engage parents and community members from the time of approval to opening through the following ways: (1) Monthly Community Events, (2) Collaboration with Business' and Community Organizations and community organizations in 38103, 38107 and 38126; (3) Canvassing; (4) Tabling events; (5) Information Sessions and Town Hall meetings; (6) Monthly Newsletters; (7) Print Materials in English and Spanish and mailers; and (8) Social Media and Radio Media.

MARKETING:
REAL's unique brand is it will be a 21-century educational incubator that provides an individualized, intentional, and innovative learning environment for girls in middle school, combining rigor, relationship and responsibility. REAL will create a liberal arts infused curriculum with integrated learning experiences in advocacy and empowerment, social inquiry and entrepreneurship and leadership. REAL will be student-centered and student-driven, including the marketing strategy. REAL will be the first of its kind in Memphis and only the second in the state of Tennessee as an all-girls charter school.

MARKETING GOALS:

1. Community Awareness (immediate and ongoing):

REAL will be a new charter school so educating the community about its existence is vital, especially with no feeder school options for the Downtown/Uptown Memphis communities and in Uptown/North Memphis/South Memphis areas, no schools performing at a 3.00 or above, based on the data released by Shelby County Schools (SCS).. We will do this by media interviews on local tv, newspaper, magazines, radio, blogs, and public service announcements (PSAs), attending community events and keeping our social media updated.

1. Increase Enrollment (ongoing):

REAL will meet and exceed inaugural class goals of 112 students for 6th grade. We will have an interactive Open House Recruitment Event where will be utilize the LIVE social media functions for those who aren't able to be there physically.

1. Sell out Summer Camp 2020 (short-term):

REAL will partner with a local church to create an abbreviated version of REAL during a FOUR-week period for incoming 6th graders. The activities will be centered on a rigorous yet fun curriculum around Advocacy, Policy and Entrepreneurship.

COMMUNICATING STRATEGICALLY:
REAL believes in transparency and will effectively communicate with parents, students, the community, community partners, the board of directors, and funders. We will utilize several options to communicate using technology.

TACTICS:
Website- for everyone; REAL will have its own domain and accompanying email addresses. The website, online school calendar and blog will be updated regularly with school/community events, videos, relevant news, and student, staff and board member highlights.

E-Newsletter- for those who sign up; a bi-weekly email sent that will feature posts from students, staff, and members of the board about their experience that will be a means of guiding current or potential students or partners; this will feed traffic back to the website. Also, emails may be sent in between time for special marketing campaigns, emergencies or other important announcements.

Text Sign-up- for those who would rather receive information via text messages; a bi-weekly text sent that will have an abbreviated version of the e-newsletter; also, texts may be sent in between time for event reminders, special marketing campaigns, emergencies or other important announcements.

Social Media- for everyone; we will utilize multiple social media channels including Twitter, Instagram, Facebook and Snapchat to reach parents and students, respectively, and use our budget to advertise on a variety of channels as necessary.

Calendar Listings- for everyone; we will submit events and important dates to the local media to be included on their community calendars and shared during live broadcasts.

MEASUREMENT:
In year one, REAL and its digital strategists monitor baseline data from which we will draw our Key Performance Indicators (KPI). We will closely monitor website traffic and conversions, newsletter subscriptions, social media followers and engagement, and text newsletter opt-ins. Our mid- and end-of-year communications surveys will also help us identify opportunities to improve engagement with each of our audiences.

Continual Engagement

Since the beginning of this process, the design team, board members and volunteers have been diligent in its outreach and engagement efforts, ensuring that the key stakeholders are informed about the process and given an overview of the proposed school and its timetables. I have been in conversation with individuals in the community as to what a community-inspired model institution could look like and of course, because of the previous work done around advocacy and community engagement, the team understands the significance of buy-in from community stakeholders and also the importance of the family/parent voice.

Co-design Workshops.

Each of the members of the leadership team have sparked a series of co-design workshops with the community around the school model and the outcomes from these have become the foundational pillars of the school. Being able to work alongside members of the community has contributed to the intent of the school being a community-inspired institution where the school is being designed with and not just for the community. Individuals invited to these co-design workshops includes: girls (middle and high school students, interested families, business leaders within the Downtown community, Political leaders who represent the district in local and state legislatures and residents both in and outside of the Downtown community. These voices have helped to effectively convey a message around need and support of the all-girl model and why it matters at such a critical time in our city and country's history. These co-design workshops have also been vital in identifying additional support for our founding board selection process, possible school staff and building the momentum necessary to continue the work.

Interest Groups.

Small interest groups have stemmed from these large-scale design workshops with heterogeneous mix of students, parents, clergy, community & business leaders, school officials and women leaders in the city around the various

topics: student activities, community buy-in, partnerships with community organizations and businesses, fundraising and leadership development of future students.

Small interest groups have been formed with the various populations: students (grades: 5-12), parents: father/mothers; clergy, community & business leaders, school officials, and women. These small group conversations have helped to spark discussion around the needs and wants of stakeholders, the current educational landscape and the direction in which the school design and development is headed. More importantly, the school's design team has been able to garner a pulse of the community at large and support around the efforts necessary for successful implementation and sustainability.

Why Girls Weekend

The #whyGIRLS weekend is so important for our community and these efforts. It is an opportunity for girl magic to be sprinkled in various capacities as we come together to and create space for girls to be girls, and for a city to rally behind this movement of ensuring it is doing its part in equipping and empowering the next generation of female leaders. We each have a responsibility and during this 5-day of events, we intentionally collaborate, plan, discuss, design and implement way to increase awareness of what's happening in the world of girls, through the lens of girls. We invite the entire city to join these efforts and this movement that directly and indirectly affects what happens next in our city and who will the next pipeline of leaders be.

(To date): REAL has incorporated digital marketing techniques to build demand for an innovative all-girls charter school option through the following ways:

- Social media campaigns have been beneficial in implementing marketing campaigns and live video streaming of announcements & milestones. Social media campaigns have also garnered opportunities to poll interested families and encourage philanthropic investments.
- Online Blogs devoted to school choice, education reform and capturing the voice of parents and other stakeholders are being utilized. This platform supports opportunities to discuss the educational landscape both locally & nationally, core beliefs about family-school engagement, and the passion for a school with a brilliant education model like REAL.

Moving forward, the goals will be centered around:

- Developing a website and mobile application which will provide a centralized location to share information and assess parents & students during enrollment & throughout the academic career. It will also serve as an interactive database of subscribers and donors. Information will be collected and shared online to keep parents and the community engaged through the school launch and beyond.
- Other, evidenced-based techniques will include focus group sessions, interest meetings & events, parent advocacy training, and door-to-door recruitment.

REAL's plan for ongoing, systemic engagement involves taking a collective and collaborative approach to family-school relationships in education. Home-school relationships will become an integral part of the educational reform efforts yet designed around business partnership models. Both parents and school will share responsibility for improving student achievement and school performance long-term. Participation agreements, accountability meetings, strategic planning, and portfolio management, among others, will be incorporated into the family-school collaborative.

(g) Provide the following as **Attachment E**:

- Any documentation of pledged support from prospective partners; and
- Letters of support, memoranda of understanding, or contracts that indicate the proposed
- school is welcomed by the community in which the school intends to locate, is viewed as an attractive educational alternative, and reflects a community's needs and interests.

1.12 Community Involvement and Parent Engagement (after school opens)

In this section:

(a) Describe student recruitment after the school has opened. How will it differ from pre-opening recruitment?

Strong, ongoing family engagement is a vital part of our overall school design, organizational structure, and operational success. In accordance with T. C. A. § 49-13-109, we will ensure that within six months of operation that at least one parent representative whose child is currently enrolled in Rich ED Academy of Leaders joins the Board of Directors. In addition, we will establish a REAL Family Advisory Council to work alongside our governing body and Head of School to ensure we are delivering the best possible education for our students. Our REAL Family Advisory Council will consist of no fewer than five (5) members including the Executive Director or Head of School, at least one teacher representative, and at least one parent/legal guardian. The purpose of the Council is to represent the interests, concerns, and input of the students and families at Rich ED Academy of Leaders. The Council will host no fewer than three listening sessions throughout the school year to facilitate annual surveys and inform our Board and Head of School on parent satisfaction and suggestions or requests for improvement. We will use this information to review the effectiveness of our academic program and all activities and efforts.

(b) Outline how the school will engage parents and community members in the life of the school (in addition to any proposed governance roles). Explain the plan for building family-school partnerships that strengthen support for learning and encourage parent involvement.

The school will engage parents and community members in the life of the school through the following experiences, but not limited to: **Volunteer opportunities during HOUSE (Community Circle) -** informal weekly standing invitation and formal**; REAL World LIVE; Fundraisers –** Parents lead the process of school fundraisers related to fundraising for school field trips through the REAL Family Advisory Council**; Field Trips/Excursions** – Rich ED Academy of Leaders will welcome parent/guardian to attend field trips/excursions with their students as long as the venue does not have a capacity limit; **Parent and Student-Led Conferences** - 2 Parent Conferences are included in our annual calendar and facilitate parent interaction with our staff and students**; Community Service –** Rich ED Academy of Leaders will partner with community organizations to collaborate on service efforts for the 38103, 38107 and 38126 community and parents are invited to join us in this effort of being change in our community**; Summer Engagement Opportunities -**We will seek parent volunteers to help recruit new families, facilitate partnership summer enrichment programs, and more in during the summer months.

(c) Describe how parents will be informed and educated on all school policies and any commitments or volunteer opportunities the school will seek from, offer to, or require of, parents.

We will inform all Rich ED Academy of Leaders' parents of all school policies and any commitments or volunteer opportunities the school will seek from, offer to, or require of parents, initially through our Home Visits and three Parent Orientation sessions held before the start of school for our newly enrolled families and our annual Parent Orientation session for all returning families also held before the start of the school year. At the first orientation they attend, newly enrolled families will receive the Student and Family Handbook, which outlines all policies, expectations, commitments, and volunteer opportunities at our school; our annual Parent Orientation for all returning families will also include the distribution of the Handbook as updated for that year. New families will be expected to attend at least one (1) of the orientation sessions to learn information about the school and to complete the registration process (specifically pertaining to immunizations). The last orientation will take place July 24, 2021 and will be for all families, sharing our key program details, distributing the Handbook, and outlining both expectations and volunteer opportunities. We will share our annual school calendar during these events, as well as,

post all upcoming events and volunteer information on our website, social media, and in our monthly newsletter. After our founding year, we will continue to hold at least three Parent Orientation events (April, June, July) for each new school year. Our monthly newsletter will keep families informed of upcoming events and volunteer opportunities.

(d) If already identified, describe any programs you will offer to parents and/or the community and how they may benefit students and support the school mission and vision.

Once per quarter, we will hold a REAL World LIVE for parents and community members. REAL World LIVE will benefit parents and community members in the following ways: (1) providing a chance for them to participate in learning activities and students' experiences; (2) disseminating information about high school preparation and supporting students' learning needs; (3) engaging community partners to assist families with expressed needs; (4) showcasing student work; and (5) communicating schoolwide progress toward major goals. We will seek out community organization such as local high school and college options, nonprofit organizations in the 38103, 38107 and 38126 communities that could assist their families' needs.

REAL's effort to promote shared learning and build communities of accountability involves developing systemic programs focused on enhancing parent's ability to work as partners to foster student's cognitive, emotional, physical, and social development as well as the overall improvement of the school. This includes scheduled home visits, building parent-teacher & parent-parent communities, and extending the experiential learning model to parents and community stakeholders not only to gain new knowledge but also the ability and desire to apply what they have learned through two programs: REAL Assets and REAL Relationships.

REAL Assets programs will focus on identifying, building and supporting existing assets and capabilities such as internal capacity, human capital, skills, and knowledge available within the community. Such programs will include honoring & recognizing actively engaged families & stakeholders and collectively develop engagement initiatives and resources that connect the community to student learning. REAL Assets program will be led by one of our partner organizations-UCAN of Memphis. A letter of support is attached.

REAL Relationships programs will focus on identifying, cultivating, and sustaining the social, cultural, educational, and professional networks within the community that engage in partnerships with the school and district in roles such as supporters, models, advocates/activists, decision-makers and collaborators on topics of educational reform. REAL Relationships program will be an coordinated effort between the Be Privileged Social Enterprise, Girls Inc. and Campaign for School Equity (CSE), which has a stern focus on student voice.

As a point of clarity, REAL Relations and REAL Partners in Collaboration, and REAL Assets are a framework for holistic collaborative effort to engage the community for the benefit of our student growth, exposure and network. Parents will be provided several entry points to volunteer and offer support to the development of the school and students. Correspondingly, the school will offer opportunity to local parents to learn a myriad of skills related to parenting, job searches and college and career readiness. The framework offered through REAL provides a mutually beneficial opportunity for parents and students to evolve and support school goals. Specifically, parents will lead PTO's, corporate recruitment alliances, and community partnership with organizations such as the Red Cross.

In addition to the ongoing home-school engagement between parents and educators, families will receive regular correspondence regarding school policy, partnership commitments and volunteer opportunities made available.

Weekly - parents will receive a digital newsletter via email and receive push notifications that will direct users to the school's mobile app. Hard copy newsletters will be also be sent home in student's notebooks and strategically placed around the school and shared facilities.

Monthly - school leaders, subject matter experts, and professional consultants will conduct information sessions, educational & interactive events both on campus and off site covering a variety of relevant topics.

Rich ED Academy of Leaders
Family Engagement Plan
2021–2022

REAL encourages parental involvement in the educational process and has established an expectation for parental involvement at our school. In order to promote student success, our parents will work with the school by acting as advisors, resource persons, and coordinators in the following ways:

- Become school advocates and offer support.
- Utilize their talents and /or resources to enhance the instructional programs at our school.
- Become active members of the REAL Academy PTSA and join booster clubs when appropriate.
- Respond to questionnaires, surveys, and memos expressing thoughts, suggestions, and concerns.
- Attend school events and serve as advisors to various organizations.

To ensure that our parents participate in the development and implementation of our school's program, we will do the following:

1. Inform parents of their rights to be involved in their child's education.
2. Encourage parental involvement in an organized, on-going, and timely way in the planning, reviewing, and improvement of programs for family engagement.
3. Provide flexible times for our parents to attend parent meetings, with opportunities to attend regular meetings at night and alternate meetings in the morning of that same week.
4. Provide parents training that will support our students' education.
5. Jointly develop with parents a school/parent compact showing how parents, schools, and students have shared responsibilities, by distributing and acquire appropriate signatures of all stakeholders (parents, students, and teachers).
6. Encourage parents to visit our school regularly.
7. Support our Parent/Teacher/Student Association as they conduct regular meetings each month.
8. Parents will serve on the Family Engagement Plan Committee, and the document created will be presented to parents for input and approval before distribution to REAL families and the community.
9. Provide access to community and support services.
10. Develop programs that enable parents to actively participate in their child's education.
11. Provide training to staff to promote parental involvement.
12. Provide timely information about programs under family engagement through Parent Link, Power-School, Finalsite, flyers, Teacher websites, PTSA Website, REAL's Website, REAL's marquee, and REAL Newsletter articles.

Note: Parent can also mean a guardian or person who has custody of the child, or it may refer to an individual who has care giving authority.

TITLE I PARENTAL INVOLVEMENT
Shelby County Board of Education
5010
Issued Date: 08/26/10
Revised: 07/27/11
SCS Title I Parental Involvement

The Shelby County Board of Education recognizes and encourages the involvement of parents at the school and district level. As a school district, we recognize that parents are key stakeholders and serve as partners in the academic achievement of all students to meet or exceed No Child Left Behind proficiency standards.

The SCS parental involvement policy includes input from parents, community members, school and district personnel. The purpose of this policy is to comply with all pertinent mandates of state and federal regulatory standards which require that all parents have access to various levels and types of parental involvement activities with no person excluded based on race, religion,
creed, gender, socio-economic status, physical impairment or age. Each SCS school that is served by Title I of the Elementary and Secondary Education Act
shall:

- Offer opportunities for parents to provide input and participate in meaningful consultation in the planning, design and implementation of the Title I Program.
- Offer district level administrators, local school administrators and teachers formal training to increase knowledge and skills in working with families of children receiving Title I services.
- Conduct an annual meeting at flexible times with parents to discuss the school's participation in Title I programs such as Free and Reduced Lunch, Migrant Education, SES, Public School Choice, and other offerings.
- Provide parents of participating children with explanation of district curriculum, students' assessments and reports, and accurate explanations of their child's progress.
- Provide multiple opportunities for parents to provide input for developing and revising policies relating to parent involvement, including the use of school and district level
- Parent Involvement funds, and on policies at the school level. Parents will also be asked to share suggestions for improving target participation in student learning. Formal parent complaints concerning school plans will be submitted to the school district when the school makes the plan available publicly.
- Develop a school-parent compact that outlines how parents, the entire school staff and
- students will share the responsibility for improved student achievement and the means by which the school and parents will build and develop a partnership to help children achieve high standards.
- Conduct, with the involvement of parents and community members, an annual evaluation of the content and effectiveness of the school parent involvement policy, including identification of barriers to greater participation by parents of diverse backgrounds. Findings will be utilized to design additional effective strategies for parental involvement.
- Allow parents of students receiving Title I service to participate in deciding how Title I funds for family engagement activities are allotted.
- Provide information such as parent letters, newsletters, and website documentation concerning programs or activities in a language that all parents understand.
- Provide parents, community members, and school stakeholders a copy of this Parental Involvement Policy in a timely manner.

Building Capacity for Parental Involvement

To ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, each SCS school that is served by Title I of the Elementary and Secondary Act and SCS as a whole -shall provide assistance to parents of children served by the school or local education agency, as appropriate, in understanding such topics as the State's academic content standards and State student academic achievement standards, State and local academic assessments, the requirements of 20 U.S.C.A., § 6318, and how to monitor a child's progress and work with educations to improve the achievement of their children:

- shall provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology, as appropriate, to foster parental involvement;
- shall educate teachers, pupil services personnel, principals, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school;
- shall, to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, the Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children;
- shall ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand;
- shall involve parents in the development of training for teachers, principals and other educators to improve the effectiveness of such training;
- shall involve parents in developing, implementing and evaluating the District-wide Parental Involvement Plan. Strategies and activities of the District-wide Parental Involvement Plan shall be incorporated into the Tennessee Comprehensive System-wide Planning Process;
- shall encourage and support the development and experience of active PTA/PTSA organizations to attend parent school meetings each month to discuss school accomplishments, concerns and needs; and
- shall offer parents opportunities to participate in training sessions addressing state academic and content standards, state/local assessments, monitoring students' progress, literacy program opportunities, home learning activities to strengthen their child's reading and math skills, use of the internet to access information about their child's progress, parental rights under No Child Left Behind, understanding child development, effective volunteer participation, parent leadership, parent organization involvement, High School Redesign, public school choice options, community services, pre-school/ Head Start programs, adult education programs and community education programs.

Shared Responsibilities for Supporting Student Success for Every Child

SCS will continue to support and be responsible for successful student achievement in Title I schools by jointly developing, with parents and other school stakeholders, a school-parent compact that outlines expectations and responsibilities of all stakeholders. The compact will identify the shared responsibility to improve student academic achievement. School-parent compact shall:

- Describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children served by Title I of the Elementary and Secondary Act to meet the State's student academic achievement standards, and the ways in which each parent will be responsible for supporting their children's learning, such as monitoring attendance, homework completion and television watching; volunteering in their child's classroom; and participating, as appropriate, in decisions relating to the education of their children and positive use of extracurricular time; and

- Address the importance of communication between teachers and parents on an ongoing basis through, at a minimum --parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as the compact relates to the individual child's achievement;

A. frequent reports to parents on their children's progress; and
B. reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities.

Provide that parents are invited and encouraged to participate in developing the Tennessee Comprehensive System-wide Planning Process.

Accessibility to All Families

SCS will continue to be accessible for all families being served Title I schools by:

- Providing opportunities for the participation of parents with limited English proficiency, parents with disabilities and parents of migratory children.
- Providing school environments that are welcoming, informative and providing schools reports and/or displays in a language that parents can understand.
- Providing invitations to parent meetings and/or workshops that are presented in an understandable language. Such meetings and workshops shall be conducted at varied times and dates throughout the school year, and notification will be sent in a timely manner.
- Providing transportation, childcare and translators for parent involvement activities where applicable and where/if funds permit.

SECTION 2: OPERATIONS PLAN AND CAPACITY

2.1 Governance

(a) Explain the governance philosophy that will guide the board, including the nature and extent of involvement by key stakeholder groups.

The Destiny House, Inc. Board of Directors is a group of conscientious, committed parents, educators, and community leaders who developed and implemented the mission of Rich ED Academy of Leaders. The Destiny House Inc. Board Members will hold themselves responsible for all transactions of REAL. The Board will exercise reasonable care when it makes a decision as a steward of REAL. It will follow the "Conflict of Interest" policy that is stated in our by-laws. Each Board of Director will sign a conflict of interest pledge statement regarding full disclosure of connections of anyone doing business with the information obtained for personal growth.

The Destiny House Founding Board of Directors (the Board) will be a policy-making Board and ultimately responsible for the academic performance, operations and governance of REAL. The Board shall ensure that all provisions of the charter are fulfilled in a manner consistent with the spirit and letter of the law. The Rich ED Academy of Leaders (REAL) founding board will focus on the "big picture" decisions, long-term planning, policy development and enhancing the future of the school.

The Board will oversee financial management of the school and approve the school budget. The Board will also regularly review and approve the school's curriculum and calendar, as well as the organization's goals and objectives. The Board's primary role is to provide oversight, while entrusting the day-to-day operations of the school to the Executive Director, principals and teaching staff. The Board will ensure that REAL is committed to the mission, is fiscally responsible (implementing sound financial policies and procedures), adheres to the school's charter agreement with the authorizer, and is compliant with all applicable local, state, and federal laws. The governance and operational policies of REAL will be designed to clearly delegate responsibility to appropriate parties and to set standards and expectations that can be used to measure performance and accountability. The board members themselves represent stakeholder groups, including the parent of a current student.

All board members will act in the best interest of REAL. Rotation of Board members will adhere to the specified period as outlined in our by-laws. All board members will attend a mandatory Board training workshop to ascertain that each board member is trained and understands their duties, full knowledge of responsibilities and are well versed in the Tennessee and Federal Charter School Laws, State Board Policy and operation procedures established by the State Board of Education and how it is implemented by the Department of Instruction. Robert's Rule of Order will be used to conduct our board meetings. We will meet quarterly. The board will use principles of effective leaderships to conduct its meetings, business practices, financial planning and procedures, and management of the schools. In addition, The Destiny House, Inc. are requiring:

1. Attend all board and committee meetings and functions, such as special events
2. Be informed about the organization's mission, services, policies, and programs
3. Review agenda and supporting materials prior to board and committee meetings
4. Serve on committees or task forces and offer to take on special assignments
5. Make a personal financial contribution to the school
6. Inform others (parents, potential donors, community leaders and corporations) about the school
7. Suggest possible nominees to the board who can make significant contributions to the work of the board and the school
8. Keep up-to-date on developments in the secondary school field.
9. Follow conflict-of-interest and confidentiality policies.
10. Refrain from making special requests of the staff

11. Assist the board in carrying out its fiduciary responsibilities, such as reviewing the organization's annual financial statements.

Decision-Making:

The Destiny House Board of Directors are responsible for the operations and fiduciary duties of the charter. The board will empower the Executive Director to implement school-based decision-making.

School-based decision-making rests on three well-established propositions:

- The Executive Director/School Leader, teachers, parents, students and community of the school are the primary decision-making unit within the schools.
- The Destiny House, Inc. emphasize accountability and ownership from all its stakeholders. Rich ED Academy of Leaders Charter School's mission statement set the tone for accountability and involvement of all stakeholders
- The Destiny House, Inc. will promote ownership at all levels of stakeholders. We will give the opportunity to participate in change and the flexibility to adapt individual circumstances for students and teachers; the corollary is that change does not result from imposed procedures
- The Destiny House, Inc. decision-making process will be inclusive of its stakeholders.

(b) Describe the composition and size of the governing board. Explain how the proposed governance structure and composition will ensure there will be active and effective representation of key stakeholders and will ensure the school will be an educational and operational success.

The Destiny House Board is organized through officer positions of Board Chair, Vice Chair, Secretary and Treasurer. As required by Tenn. Code Annotated §49-13-104 (7), The Destiny House is organized as a Tennessee nonprofit corporation and will operate as a tax-exempt organization pursuant to federal Internal Revenue Code section 501(c)(3) and is the sponsoring agency of REAL.

The bylaws allow for a minimum of 5 and a maximum of 13 members. The Board Chair presides at all meetings, leads the Board in the development and monitoring governance policies; the Vice-Chair fulfills the role of Chair in his/her absence; the Secretary provides written agendas and maintains meeting minutes; the Treasurer manages the Board's responsibilities to financial oversight. The Board will be representative of the Memphis community and have a wide range of expertise, including finance, marketing, law, human resources, education, technology and government to facilitate educational and operational success with involvement of community stakeholders.

The Board will work efficiently through a committee structure. The committees will include a governance committee, an academic achievement committee, a finance committee and a development committee. The Board may establish other committees and/or task forces that it deems necessary for carrying out its responsibilities. Certain tasks will be delegated to the committees who, in turn, will recommend action to the full Board for discussion. Each Board member will serve on at least one committee, based on his or her area of interest and experience. Committees will work closely with the school administration, teaching staff, Board members, and outside stakeholders, when appropriate, to achieve their objectives.

REAL will establish an Advisory Council of representatives from community organizations, partners and families. The Council will have no formal role in governance or leadership of the school; it will be an informal group to foster communication among stakeholders during school planning and beyond. We expect the group will meet with the proposed Executive Director/School Leader once a month to discuss school issues and upcoming events and activities. We will share the meeting schedule at the beginning of each year to ensure transparency and stakeholder involvement.

Parent & Community Involvement

The Destiny House, Inc. Board of Directors will consist of at least one parent resides in the community of the school and/or whose child is enrolled or has been enrolled at REAL. Community leaders, business owners and politicians are the supporters and members of our board and our advisory boards.

(c) Describe how the board will evaluate the success of the school, the school leader, and its own performance.

Holding the school leader accountable for strong student performance and effective management of the school is a fundamental responsibility of the Board. The Board will conduct a rigorous formal evaluation of the Executive Director and Head of School/School Leader annually. The Board Chair will ensure that the Executive Director and Head of School/School Leader and Academy Deans receive external leadership coaching and mentoring. Through relevant Board Committees, such as Academic and Finance, the Executive Director and Head of School/School Leader will receive ongoing guidance and support from members with expertise in these fields. The evaluation will be aligned to the Destiny House academic, financial and organizational performance standards, as well as the district's internal metrics, which are assessed and tracked through the Board on Track program.

The Board Director will lead the evaluation process for the school leader, which will begin in July with a formal meeting to review the previous year's performance and to set goals for the coming year. At mid-year, the Board Chair will gather written, qualitative input from all Board members and staff on the Executive Director and Head of School/School Leader's performance, as well as quantitative data regarding performance against the metrics. We will also use progress-monitoring tools and needs assessments to help this process designed by School-works. At the end of the year, the Board Director will gather all relevant data and develop a written performance review.

As indicated, each year, the Board will conduct a review of the school leader inclusive of the school's annual academic performance as measured by the goals set in the charter contract. This review will include progress towards benchmarks, attendance and student enrollment, discipline data, parental engagement, fiscal management, efficient and regular reporting to the Board, and progress towards Rich ED Academy of Leaders mission.

The Executive Director and Head of School/School Leader will create a self assessment, which will be discussed in the year-end conference. The Board will hold quarterly meetings to discuss REAL's academic performance and operations and hear reports from committees, consider and adopt policies, and consider requests from parents, students, and teachers. The Executive Director and Head of School/School Leader will provide a written report for each meeting, including a dashboard of key metrics in the school's performance management system. The school and Board shall comply with the open meetings and open records laws and Board discussions and policies will be shared with staff and families through existing communication channels.

(d) Describe plans for increasing the capacity of the governing board. How will the board expand and develop over time?

Board development is a vital part of maintaining a high-performing school. This development will be ongoing to ensure the organization's sustainability. Our Board has agreed to the needed investment of time and resources to function as a high-quality governing body and our By-laws require leadership on the Board as the following officers: Chair, Vice Chair, Treasurer, and Secretary. To ensure sustainability over time and ongoing Board expansion, the Board will actively complete an ongoing gap analysis for skill sets to ensure there are Board members capable of fulfilling all leadership roles and ensuring all required skill sets and perspectives across its membership; this process will be done on a formal basis at least annually and more frequently as needed. The cultivation and acquisition of needed skills by the Board will occur via recruitment of Board prospects, continuous development and governance training with the support of the TN Charter Center, and the participation of members on designated committees of the Board.

As stated in our By-laws, the Governance Committee will have the responsibility for identifying Board prospects, presenting potential Board prospect profiles to the entire Board, the orientation of new members to the Board upon board approval, and ensuring new members agree to the policies of the Board and the school. The entire Board will leverage their personal and professional networks in support of Board membership; the Governance Committee will take on the responsibility to vet those identified individuals and present candidates to the full Board for its consideration and approval. Additionally, to expand and informally cultivate potential Board prospects, the Board will develop support for the school in the form of volunteers, ad-hoc committee members, and high-capacity individuals who are involved and invested in Rich ED Academy of Leaders. The strengths and areas of growth of the Board will be assessed via an annual Board self-assessment led by the Governance Committee.

We will always assess our needs for new Board members based on mission alignment, any skill sets we lack, and the need for connection to our community. In our search for new members we will always value individuals with experience in board governance and the potential to serve as an officer on the Board. Given our priority of ensuring Rich ED Academy of Leaders is sustainable, we will always maintain at least two Board members with financial expertise to ensure the role of Treasurer could be assumed and as an added check and balance of fiscal management. All Board prospects must have: (1) an unwavering belief that all children can and will learn regardless of their demographics; (2) expertise in their profession and alignment to our mission; (3) commitment to devoting their time, resources, and networks necessary to support the mission and serve on one or more Board committees.

The review of new Board prospects will be initiated by the Governance Committee and presented for review by the entire Board to ensure consideration for diversity in skillsets, how the individuals collectively add to the Board, and a demonstrated unwavering belief in the mission of Rich ED Academy of Leaders. New Board members will receive training led by the Board Chair and Governance Committee to orient them to the mission and vision of the school, the need of the community, the separate roles of governance and management, our academic model and design, and to the committee structures of the Board. Pursuant to §T.C.A. 49-13-109, our Board of Directors shall include at least one (1) parent representative whose child is currently enrolled in Rich ED Academy of Leaders. Rich ED Academy of Leaders Board of Directors shall appoint the parent representative within six (6) months of the school's opening date. Each year all members and upon joining the Board all new members will review the Board's By-laws and Conflict of Interest Policy and complete a Conflict of Interest disclosure form.

At this time, REAL does not have plans to expand the Board beyond its proposed membership. In advance of vacancies and according to the process set out in the Board's by-laws, the governance committee will work with the School Leader to actively recruit and nominate Board members to the full Board for consideration. In recruiting, priority will be given to mission alignment with REAL, possession of a needed skill set on the Board and diversity.

(e) Is the current board the founding board only or will it transition to a governing board upon approval? How will the transition take place? Provide a specific timeline by which the transition will occur.

The Destiny House current board is the founding board for the Destiny House. The founding board will transition into the governing upon approval of Rich ED Academy of Leaders to oversee the school's implementation and direction as the functioning Board of Trustees for REAL and may include members of the founding board.

The Destiny House is a non-profit entity with the mission of supporting the creation and sustainability of the Rich ED Academy of Leaders (REAL). Upon approval of this application, TDH will continue to oversee the School's development and will appoint the School's initial Trustees. The overarching goal in selecting Trustees is finding members who support the Founder's vision and have a commitment solely to the School's Mission and goals. Founders will seek Trustees who bring professional expertise, including educational, financial and governance experience to the Board of Trustees of REAL. Appointment of Trustees will require approval by a majority vote of the founding board members.

Upon authorization, the Founding Board will transition to a Governing Board, comprised of up to no more than 13 members. The Governing Board will immediately vote and adopt proposed bylaws, conflict of interest policy, and establish the committee structure in the first meeting following authorization. The Founding Board of Rich ED Academy of Leaders proposes LaShundra Richmond to serve as the Executive Director and Lytantia Black to serve as the Founding Head of School. Once chartered, the Founding Board will establish evaluation metrics for, set the compensation of, and hire the Executive Director and Head of School to accomplish the mission of Rich ED Academy of Leaders. The Executive Director and Head of School will share in the charge of all managerial decisions for the school, from all hiring to curricular decisions during the beginning years. The Board will set evaluation measures in place to monitor and report on the effectiveness of the Executive Director and the Head of School, provide an annual written evaluation of the Executive Director and Head of School, and maintain this evaluation as part of the personnel file for the Executive Director and the Head of School. Once authorized, the Executive Director will serve in the capacity as an *ex officio* member of the Board, without voting rights. The Board will include four elected positions to meet specific organizational needs, outlined here.

Board Elected Officers

Responsibilities of Board Elected Positions	
Chair	**Vice Chair**
▪ Presides over all meetings of the Board and other meetings as required. ▪ Coordinates with Head of School, other officers, and Committee chairs to develop Board agendas. ▪ Disseminates information to Board members. ▪ Reviews organizational efficacy and sets organizational priorities for future development. ▪ Appoints Committee chairs. ▪ Monitors efficacy of Board's governing processes; addresses deficits of Board operations.	▪ In Chair's absence, presides over all Board meetings; serves as *ex officio* member of standing committees. ▪ Works with Chair to assist in developing Board agendas. ▪ Advises Chair on appointing volunteers to key leadership positions. ▪ Supports and challenges Chair in responsibilities to ensure organizational priorities and governance concerns are addressed. ▪ Conducts duties delegated by the Chair.
Treasurer	**Secretary**
▪ Serves as Chair of the Finance Committee. ▪ Ensures school complies with federal, state, and other statutory reporting requirements. ▪ Works with Chair, Head of School, and back office provider to ensure financial	▪ Certifies and keeps both hard copy and electronic copy of up-to-date By-laws. ▪ Records official minutes of all meetings. Minutes record location, start and end time of the meeting, whether regular or special, how called, how notice was given, the names of those present or

records are current and accurate. ▪ Vets and recommends external auditor to Board for annual financial audit. ▪ Works with administration to ensure complete financial records available if requested by auditors. ▪ Reviews monthly financial statements prepared by school's administration. ▪ Ensures required financial reports are prepared accurately and in a timely manner. ▪ Reports to full Board regularly to ensure Board understands financial health of the organization. ▪ Co-signs any purchases exceeding $5,000 for the school.	represented at the meeting, and the proceedings thereof. ▪ Keeps copies of agendas and minutes of all meetings and committees and ensures these documents are available at the school's main office. ▪ Ensures that all notices are duly given as described in the By-laws or as required by law. ▪ Maintains Board records including agendas and minutes, and ensures timely appropriate notice for meetings, per Tennessee's Public Access Laws. ▪ Performs other duties incident to the Office of Secretary.

By the last quarter of 2020, the Board of Trustees will be the guardian of the school's Mission and will work to establish the School, monitor its health and viability, advocate for the School and its students whenever possible, and assess, with regularity the Mission's relevance and vitality. The seven to nine-member Board of Trustees will govern REAL with statutory responsibilities.

The board meeting in the final quarter of 2020 will be held the 3rd Monday in September, at which, both the founding board and the Board of Trustees will be present.

Once the planning grant has been submitted and approved, REAL's Board of Trustees will continue planning and refining the vision of the school. During the months of October 2020-April 2021, the Board of Trustees, along with the advisory council will:

- Plan visits with other area charter schools and possibly an out-of-city/state charter school
- Create a detailed work plan for the planning year and develop informational flyers describing the charter school plan and self-directed project based learning.
- Hold informational meetings for the community, faculty, and parents that are interested in the charter school.
- Make presentations based about the charter school to community organizations that are interested in the charter school.
- Begin gathering data about training programs and consultant services that are included in the planning year budget.
- Begin gathering example documents: job descriptions, curriculum, etc. from other successful charter schools in the State to serve as resources for the planning year.
- Attend training events sponsored by other charter schools in the state or regional affiliates that offer summer charter dissemination workshops.

(f) Describe the training or orientation new board members will receive. What kinds of ongoing development will existing board members receive? Please note that Tenn. Code Ann. § 49-13- 111 (o) requires annual board training, as certified by the Tennessee Charter Schools Association; documentation of this training must be provided to the chartering authority.

Rich ED Academy of Leaders will ensure the development and growth of the Governing Board, just as we are devoted to the growth and development of our teachers and students. The training and development the Founding Board has experienced to date is shown in the figure below.

Date	Session Name	Content of Development
January 17, 2019	Mission and Vision Overview "Why? Why Here? Why Now? Why You?"	Founder and Proposed Head of School led the Founding Board in understanding the mission and each of their reason for joining the Board. The Founding Team discussed the need for more high-quality options in the 38107, 38103, and 38126 communities and the first all-girl learning environment in the city of Memphis.
January 19, 2019	Community Engagement Planning	Founding Team devised community engagement plan to conduct listening tours within the community to inform the mission and vision of the school.
March 8, 2019	Board Retreat	Founding Board members were led by the Founder/Executive Director and partnering organization-Board Pact to study the following topics for the school: (1) Successful school governance versus management; (2) Academic Model (focus and plan); (3) School culture; 4) Finance and facilities;(5) Community engagement; 6) Core design elements, Board responsibilities, and accountability
January 11-Ongoing	Weekly communications, monthly meetings, and governance training	Members of the Founding Board communicate weekly and meet monthly, focusing on all elements of the school design, community engagement, and sound board governance.
March 26, 2019	Charter Application Overview/Capacity Interview	Founder/Executive Director, proposed Head of School, and Founding Board conducted a final read through of the Charter Petition to submit to District and State on April 1, 2019.
Spring/ Summer 2019	Community Action Planning	Founder and Founding Board meet formally with elected officials, community members, local churches, prospective parents to receive feedback and insight on school design, approach, and implement more best practices.

Every year as a part of our Governing Board's development, they will participate in annual Board training in addition to the annual Board retreat. The training received by Board members will be aligned to T.C.A§ 49-13-111 and certified by the Tennessee Charter Schools Association and reported to Shelby County School's to ensure optimal operational practices. The Governance Committee will be responsible for ensuring the Governing Board receives continuous development and seeks the expertise of other high-capacity individuals in areas vital to the success of the governance of the school such as assessment, fundraising and development, and finance. The

Governance Committee will promote participation from every member of the Board on a commitment to continue professional development and build the leadership capacity of Board members. As a result, committee membership will be part of the annual Board self-assessment. Lastly, each year the Governance Committee and Board Chair will ensure each member of the Governing Board conducts a reflection on their personal activity on the board and will provide them with feedback and the opportunity for continued growth and development.

(g) How will this board handle complaints? This process should be clear and follow an appropriate route for resolution of concerns raised by students, parents, and/or stakeholders.

REAL seeks to partner and collaborate with families and knows that in any collaboration there are concerns and issues to be addressed. Thus, REAL will have a clear grievance policy that will clearly outline the steps our families should take to express concerns. Families will first bring any concerns to school leadership. If after these good faith efforts the issue is still not resolved, families may submit a formal written complaint related to policy review or policies not being followed by the school to the Board. Any individual or group may bring complaints and/or objections to Board policies or decisions, administrative procedures, or school practices to the Board. Complaints should be submitted in writing to the Board at least one week prior to the next Board meeting. (No official documents are necessary for filing a complaint/objection but must be done so in writing either through the mail service, delivery to the school in a sealed envelope, or email.) Submitted complaints will be dealt with on an as-needed basis, with the Board responding at or prior to its next regular public meeting. Every effort will be made to address each matter to the satisfaction of the individual or group presenting the complaint. The Board, as necessary, may direct the Head of School or other responsible party(ies) to act upon the complaint and report to the Board. The Board shall render a determination in writing if appropriate or required. Families may also make public comment during regularly scheduled Board meetings, which will be publicized to all stakeholders according to the Tennessee Sunshine Law.

If a matter cannot be handled at the school by the Executive Director of the Head of School, the Board has a formal grievance process. In most cases, the Board will direct parent complaints to the Head of School. The exception would be if there was a legal, ethical, or safety concern which the Board would address immediately and as appropriate. The Board will hear any formal complaints in accordance with our written Complaint Policy found in our Student and Family Handbook, updated, published, and provided annually free of charge to families in their home language during Parent Orientation or upon student enrollment. Families have the legal right to bring complaint and the Board is bound to act within the law in accordance with the written policy. Please see **Attachment B** for our Complaint Policy within our Student and Family Handbook.

If there are allegations of discrimination on the basis of disability related to identification, evaluation, or educational placement of a person, because of handicap needs or is believed to need special instruction or related services, pursuant to Section 504 of the Rehabilitation Act of 1973, we will use the procedure outlined in the TN Department of Education's Students' Rights Brochure. Our Curriculum/SPED Coordinator will provide the brochure for families and staff in our main office. In the event any student or staff member of Rich ED Academy of Leaders believes the organization has discriminated against or harassed him or her due to race, color, national origin, sex, disability, or age in admission to, access to, treatmentin, or employment in the school's programs, services and activities, he or she may file a complaint with the Head of School. If any complaint made involves the Head of School, the complaint may be filed with the Executive Director. The Head of School or Executive Director will communicate with the individual(s) who filed a grievance. They will work to investigate the grievance and secure all documentation including interviews and statements related to the grievance. Furthermore, the Executive Director and/or Head of School will propose a resolution with the intent to stop the harassment or discrimination. Rich ED Academy of Leaders will not tolerate discrimination and or harassment of any kind and will provide due process to alleged victims.

Outline of Steps:

The school takes seriously all concerns or complaints by students, staff, parents or other persons. As adopted by REAL's board of Directors, the following procedure may be used:

A. Students, parents, staff or other persons, may report concerns or complaints to the school. While written reports are encouraged, a complaint may be made orally. Any staff member receiving a complaint shall advise the appropriate Staff Team (Personnel, Transportation, Curriculum, Special Education, Technology, Finance, Student issues, or assessment) of the receipt of the complaint. The Staff Team shall make an initial determination as to the seriousness of the complaint and whether the matter should be school; i.e. staff, staff team, or the School Board. However, persons are encouraged to file a complaint at the building level when appropriate.

B. Depending on the nature or the seriousness of the complaint, the Staff Team shall make an initial determination as to the seriousness of the complaint and whether the matter should be referred to the Board Chairperson who shall determine the nature and the scope of the investigation and designate the person responsible for the investigation or follow up relating to the complaint. The designated investigator shall ascertain details concerning the status or the outcome of the matter.

C. The appropriate Board Chairperson shall respond in writing to the complaining party concerning the outcome of the investigation or follow up, including any action, appropriate or corrective measure that was taken. The Board Chairperson shall be notified on the correspondence and consulted in advance of the written response when appropriate. The response to the complaining party shall be consistent with the rights of others pursuant to the applicable provisions of the Tennessee Sunshine Law.

(h) Explain plans for board member attrition.

The plan for board member attrition is to clearly communicate the vision of the organization and to make sure everyone is involved in giving insight to that vision. We will establish clear communications channels that everyone commits to utilizing. We will keep engagement high by creating committees, sharing opportunities for professional trainings and networking and regularly engage with students, parents and community stakeholders. We will intentionally recognize board members for their exceptional work. And because we know sometimes people will leave, we want to ensure that we have an exit interview to get that real-time feedback on how we can improve.

List all current and identified board members and their areas of focus or expertise roles in the following table adding rows as needed.

Full name	Current job and employer	Area of focus/expertise
Board Chair TJ Jefferson	Publisher-Tell Publishing	Public Relations/Board Development & Training/ Community Outreach/Business Start-Up
Vice-chair Fred Holmes	Professional Learning Coach (PLC)-Shelby County Schools (SCS)	Education/Compliance/Data Analysis
Board Secretary *April Terrell*	Interim Executive Director, The College Initiative	Parent and Family Engagement
Jamal Whitlow	Youth Programs Specialist, Workforce Investment Network (WIN); Principal Consultant-J. Whitlow Consulting Firm	Marketing/Policy
Board Treasurer Donald Batiste	Financial Analyst, AutoZone	Finance
Zenobia Jackson	CEO, Solid Foundation Community Development Corporation	Parent/Community Involvement
Tracy Richard	Asst. General Counsel, Tennessee Department of Human Services (DHS)	Legal
Yukeshi Curry	Project Specialist, Walmart	Management/Organizational Experience
Keshia Giboney	Office Coordinator, F&H Stone	Operations; Management/Organizational Experience
LaShundra Richmond, *Ex Officio, Non-Voting Founder*	Executive Director-The Destiny House	Curriculum & Instruction/Community Engagement & Outreach

Please include the following governance documents as **Attachment F:**

F1. Articles of Incorporation
F2. Proof of non-profit and tax exempt status
F3. By-laws
F4. Code of Ethics
F5. Conflict of Interest Policy
F6. Board member resumes (including references)
F7. Board policies (including frequency of meetings, and policies on open meetings and open records)

2.2 Start-Up Plan

(a) Provide a detailed start-up plan for the school, specifying tasks, timelines, and responsible individuals (including compensation for those individuals).

Following is a proposed timeline highlighting the major action items that must be addressed prior to opening day. This timeline will be reviewed periodically to ensure timely progress on all action items and will be revised, as needed, to ensure the successful start-up of the school. The timeline and our working assumptions are based on our experience in Memphis and with other charter schools in Tennessee. Upon receipt of a charter, the Executive Director and Board will undertake a more specific and comprehensive action plan, detailing each action step, responsible party and deadline *Upon Approval of REAL* – Summer 2021

In regards to start-up plan, attention and time will be given in the necessary areas (Facilities, Financials, Outreach, Staff Development & Curriculum, and Governance) to ensure Rich ED Academy of Leaders (REAL) is prepared to open on-time and fully operational with all necessary measures in place.

This plan aligns with the Year 0 budget and the compensation for school-site staff (e.g. Executive Director/School Leader) hired in the planning year will be funded through start-up grants and/or fundraising efforts.

**Please use this key to assist with reading the table below.*

Responsibility	Abbreviation
Facilities	FA
Financials	FI
Outreach	OU
Staff Development & Curriculum	SDC
Governance	G;

Responsible Party	Abbreviation
The Destiny House-*Sponsoring Agency*	TDH
REAL Board of Trustees	RBT
Founding members of REAL Advisory Council	AC
REAL Administration	RA
REAL Planning and Design Team-(School Leader & Curriculum Consultant)	PDT

Month/Year	Responsibility	Activities	Notes	Responsible Party	Budget Notes & Assumptions
August 2019- June 2020	All	GAP year	Additional year for planning, resource development, fundraising, and facilities research acquisition	All	
	All	Organizational Overview	Prepare to present guiding principles for REAL vision and governance. Submit grant for new charter funding. Identify grant sources.	All	

Pre-Opening (start-up year/Year 0) Begins: July 2020, June 2021

July 2020	FI	Initial Financials process begins.	Organize fundraising events and solicit contributions from individual donors.	TDH, AC, RA	
August	G	Executive Director Identified and Hired	The Executive Director is officially hired by the Board of Directors	TDH	$90K *Contingency option reflected in budget:* $45K (½ salary during start-up year)-if start up monies are not secured, E.D. will not officially start until January 2021.
September	G	Board of Trustees identified	Combined board meeting of TDH Founding Board and the Board of Trustees	TDH, RBT	
September	G	Organizational Overview and Oversight	Develop FAQs about REAL and all-girl model Researches and develops job descriptions for REAL teachers; begins recruitment process; Meet with SCS officials.	RBT, RA	
September	SDC	Staff Hire	Contract with a Project Coordinator to implement grant activities, oversee logistical and operational details during start-up year. (optional)	RBT, RA	$30,000 *Contingency option reflected in budget:* $30K (½ salary during start-up year)-if start up monies are not secured, Project Coordinator will not officially start until January 2021.
September	OU	REAL launches Social Media/Outreach Campaign	Designs a brochure, web site and community presentation to explain REAL and all-girl model;; Set up REAL booths at Parent/Teacher conferences and develops lists of parents interested in REAL.	RBT, AC, RA	$6,500 *Contingency option-This task is delayed until January 2021*

September	OU	Community Outreach	(begin) formalized meetings and REAL presentations with community organizations, area businesses churches	TDH, RBT, AC, RA	
October	FA	Facilities Update	The Destiny House founding board is updated on the progress of the governing board's council's research of school sites; if necessary board will seek assistance from real-estate consultant/general contractor.	TDH, RBT, AC, RA	
November	FI	Technology Implementation	Research educational technology options for the REAL.	RBT, RA	
December	G	Organizational Overview	Finance, enrollment, grievance, discipline, education, HR & personnel, operations, etc.	TDH, RBT, RA	
December	OU	REAL Launches Student Recruitment and Enrollment Campaign	Develops enrollment procedures and application forms. Promotional mailings and newsletter articles/e-blasts, are distributed to the residents of the community/district.	RBT, RA	$2,500 $250/per meeting Goal: 10 meetings
December	G/FI	Financials Update	The Destiny House founding board is updated on secured grants, private donations and fundraising plans and efforts.	TDH, RBT, RA	
December	SDC	Staff Development/Hire	Hire a Lead Teacher and release them ½ time during the Spring 2021 to work with Curriculum Consultant and REAL Administration in planning, researching and implementing activities.	RA	$20K to pay Lead Teacher for curriculum development and training time during start-up year. Contracted Services of Consultant- $5K during ½ of planning year

January 2021	F	Facilities Update	The Destiny House founding board is updated on the progress of the founding council's research of school sites-site secured.	TDH, RBT, AC, RA	
January	SDC	Staff Hires	Post job descriptions for open staff positions	RBT, RA	
January	FI	Classroom Equipment	Research classroom equipment needs for REAL	RA	
January	OU	Outreach Campaign	Community meetings are held in the community presenting the all-girl/PBL model and how PBL learning works, its benefits to the community, etc.	RA	
January	SDC	Curriculum Development Needs	Planning and Design Team begins meeting weekly to develop goals, activities, assessment strategies, and professional development plan.	PDT	$5000 for curriculum training needs
January	SDC	Staff Development	Begins to hold (bi-monthly) informational meetings & PBL workshops for middle and high school faculty	RA, PDT	
January	OU	Student Enrollment	Open 1st Enrollment Period	All	
February	OU	Community Outreach/Student Recruitment Efforts	(Begin) Open houses, conduct informational workshops, partner with community-related events, visit area neighborhood elementary school & middle schools, church engagement & outreach, advertising & marketing materials	All	
February	SDC	Curriculum & Staff Development	REAL team begins meeting weekly to develop and review goals, activities, assessment strategies, and professional development plan.	PDT	
February	FI	Budget Review	Review budget for the start-up grant and 5-year projections	TDH, RBT, RA	
March	OU/SDC	School Calendar Review and Update	Outline and update calendar activities for the upcoming school year	RA, PDT	
March	SDC	Staff Training and Events	Provide immersion training for Teachers	RA	

March	SDC	Curriculum Development	Curriculum Consultant, Lead Teacher and any other REAL faculty begin curriculum scope and sequence development.	RA, PDT	
April	OU	Outreach and Engagement	Continued outreach and engagement with community partners and student recruitment	All	
April	SDC	Staff Training and Events	Finalize summer staff development plan	RA, PDT	$12,000 for summer training, conferences and school visits
May	FI	Major Purchase Planning	Finalize curriculum, technology and equipment purchase plan	RBT, RA	$10,000 for initial purchase of computers, classroom equipment, and curriculum materials
May	OU	Student Enrollment	Begin 2nd enrollment period	All	

Additional Notes: Goal of fully hired by May 1 with July 1st start date for all staff other than leadership and planning and design team.

June	OU	Operational Overview	Finalize REAL enrollment, school calendar and daily schedule	RA, PDT	

(b) Describe what you anticipate will be the challenges of starting a new school and how you expect to address these challenges. This plan should align with the Start-Up (Year 0) Budget in the Budget Workbook.

Gap Year

Upon approval of Rich ED Academy of Leaders, we will embark upon a gap year (July 1, 2019-June 30, 2020) to allow additional time for planning, resource development, facilities research and acquisition and securing grant funding. Per the TN Charter School Center-once approved, schools are able to apply for CSP (federal) grants through the Department of Education. Also, Walton and Charter School Growth Fund open application cycles for newly approved charter schools in Tennessee. There are a few other private funders that invest in Memphis charters such as Poplar Peak, Hyde Foundation, and the Memphis Education Fund that have portfolios of schools that they assist with funding as well. Also in some instances schools with specific focus are able to apply directly to organizations for funding and partnerships. With this is mind, the Board of Directors realizes the time it takes in opening a school and has delayed the opening year to 2021. This gap year will be used strategically to ensure we begin with a strong fiscal start and able to provide the high-quality option described in the fore-mentioned pages for girls in the city of Memphis. The proposed year 0 reflects revenue assumptions and costs beginning with year 0 (2020-2021).

Start-Up Funds

Because of limited capital-raising capacity and questions about borrowing ability as a start-up, REAL has created an aggressive fundraising plan that will be initiated as soon as the charter has been approved, beginning no later than

Fall 2019. Our fundraising goal for the start-up year will be $10,000. The fundraising plan has been added to the Budget Narrative (3.1).

Facilities

Like most charter schools, Rich ED Academy of Leaders must lease their facilities. Securing and funding a facility for a phase-in charter school network can be challenging as well given that we will not be operating at full capacity until Year 3. Ideally we would like to operate within a facility that is large enough for us to grow in until we reach full capacity and would like to secure the funding to make that possible. See Section 2.3 for details on our facilities plan. Members of the founding and governing board will continue an extensive search of a facility that meets the initial start-up and growth needs of REAL in hopes of securing the location no later than January 2021.

Enrollment

Lower enrollment numbers could jeopardize the budgeted per-pupil funding and the ability to raise local grants. For this possible challenge, REAL has created and has already begun to adopt an intense marketing, recruitment and enrollment plan. Members of the board, the school's leadership and design team and members of advisory team will all be apart of REAL's enrollment efforts. Even though, REAL will be a small learning community, it is vital to we meet our baseline number for enrollment, per class, of 112 girls. Resources will be allocated towards the marketing efforts of REAL.

Staffing

A final challenge involves hiring highly qualified, mission-aligned school leaders and teachers for our school. To address this challenge, we have developed a Human Capital strategy based. This plan has been added to Section 2.4.

2.3 Facilities

(a) Describe the school's facility needs based on the educational program and projected enrollment, including: number of classrooms, square footage per classroom, classroom types, common areas, overall square footage, and amenities. Discuss both short-term and long- term facility plans. Demonstrate that the estimate included in your budget is reasonable.

The Board of Directors of The Destiny House (TDH) engaged the services of C. Foster Construction Co. to assist with the development of a space program for Rich ED Academy of Leaders and with the identification, evaluation and recommendation of potential school sites. During this process, TDH considered both temporary and permanent site options. In order to focus the facilities search and evaluation, the following general site evaluation criteria were established:

- Central location, accessible to the largest pools of eligible students, including walking distance and/or convenient to a MATA bus line.
- Close proximity to Downtown Memphis to facilitate access to the City's cultural, recreational and educational resources
- Suitable for use as a school, either a former school or a building conducive to conversion for a school.
- Sufficient square footage to support a maximum school population of 336 students (at least 39,000 sq ft) through an existing facility or existing facility plus build out.

Projected Enrollment. Our facilities needs are based on enrollment of 336 students at full capacity. Ms. Richmond shared various options with the Board of Directors which led the Founding Team to determine the building simply needs to be able to facilitate our academic model in a safe environment for our students with adequate space for all learning needs.

Square Footage. The Founding Board has consulted with experts locally to initiate our facilities search. The Lead Founder has spoken with a representative from the TN Charter School Center to evaluate potential options in 38107 and learn more about what kinds of buildings could be considered for conversion. We have leveraged the skillsets of one of our Founding Board members, Carlo Foster of C. Foster Construction Co. In alignment with our conservative Y1 budget, we have estimated our space need at 70-100 square feet per student. Informed by industry practice, we estimated 80 square feet per student for our target facility of approximately 8,960 square feet.

Classrooms and Common Areas. For Y1 of operations we will minimally require four general education classrooms for 6th grade classes. We will require an indoor and/or outdoor space for physical education and a teacher workroom. Additional requirements include a common area to hold breakfast, lunch, and Community Meetings (REAL World LIVE) and general office space.

Progress Towards Facility. We have secured a Letter of Commitment, included as **Attachment E,** from the New Beginnings Church for the potential of co-location, pending authorization, at which time we will be in a position to finalize a contracted agreement between Rich ED Academy of Leaders and the church should this be the best option.

REAL is aiming to find a facility in or around Downtown Memphis area. We believe this community is home to a diverse and high-needs student population that would benefit from the addition of a high- performing school. Currently, our proposed location is situated in one of target neighborhoods-North Memphis/Uptown and is only 1-block away from Downtown Memphis and a little over 2 miles from 38126 neighborhood of South Memphis.

Rich ED Academy of Leaders anticipates securing of at least 39,000 square feet. The proposed facility plan below is for full enrollment of 336 students. We are recommending the following breakdown by area:

Long Term Proposed Facility Plan

Classrooms (12) not including computer labs and breakout rooms	10,200 sq. ft.
Library, Media Center: A portion of library/media activities offered at Rich ED Academy of Leaders Charter School will be facilitated through the use of technology, thus the allocated square feet of this center is adequate to meet the needs of the student population.	1,500 sq. ft.
Restrooms (3) for both students and faculty	3,000 sq. ft.
Extra Classrooms	1,500 sq. ft.
Office/Administrative space for Executive Director, Head of School, Curriculum/SPED Coordinator, Dean of Student Supports & Culture, front office, secretarial support, nurse's room workroom & teacher's break room	15,000 sq. ft.
Special Education Classrooms (2)	1,000 sq. ft.
Computer Labs (1)	1,000 sq. ft.
Storage, Mechanical and Data Rooms	1,000 sq. ft.
Common Areas	2,000 sq. ft.
Multipurpose, Kitchen, Cafeteria	2,000 sq. ft.
TOTAL:	38,200 sq. ft.

(b) Describe school facility needs, including: science labs, art room, computer labs, library/media center, performance/dance room, gymnasium and athletic facilities, auditorium, main office and satellite offices, work-room/copy room, supplies/storage, teacher work rooms, and other spaces.

For our first year of operation, we require an ADA compliant building with four classrooms, an indoor or outdoor space for recces/PE, and common area to hold meals and school events, as well as modest office space. Other desired space, but not necessary to our operation, would be an office space for our Business Manager and administrative staff, a teacher work room space, a conference room to host professional development and student interventions (pull-out services), IEP meetings, Section 504 meetings, and RTI2 data team meetings. We have budgeted for a space of approximately 8,960 square feet or 80 square feet per student. The following chart describes the desired components of our facility for Year 1.

With one Letter of Commitment in hand, we continue to pursue our fullest set of options, as we plan to co-locate with one of the local churches in the 38107 or 38126 communities, starting in the planning year and which can house our growth to full scale with renovations to the existing sites. The requirements for our initial facility are outlined below.

Description of Minimum Space

Grade	Enrollment Projections		
Level	Year 1	Year 2	Year 3
6	112	112	112
7	0	112	112
8	0	0	112
Total	112	224	336

Core Classrooms			
# of classrooms	4	8	12
Sq. Ft. of classroom	850	850	850
Total Space	3,400	6,800	10,200
Speciality Classrooms-Community Space			
# of classrooms	1	1	2
Sizes (square footage)	2,000	2,000	2,000
Total required space	2,000	2,000	4,000
Total required class space	5,400	8,800	14,200
Administration			
Offices	2	3	5
Sizes (square footage)	300	300	300

Total Space	600	9,000	15,000
Support Space (SPED/Pull-Out Intervention)			
Bathroom + storage	2	3	3
Size (square footage)	1,000	1,000	1,000
Total Space	2,000	3,000	3,000
Total support space	2,600	12,000	18,000
Minimum Gross required Square Footage	8,000	20,800	32,200

We have identified one potential option for our school facility, and it provides what we believe to be an achievable route to procurement as a short-term option.

Rich ED Academy of Leaders Facility Option

Google Map Link:
*https://goo.gl/maps/eqRVtWDoXQ32

Total Available Space: 24,000 sq. ft (with additional modular space on additional lot space)
Price negotiable and determined by lease options
Budget Assumptions Tenant improvements would be needed in the pre-opening period, and $4 per sq. ft. as the school grows and expands every year. We have a total of 50K budgeted for tenant improvements each year for Year 1-2.
Length of Facility Vitality Temporary (up to Year 3)

Our long-term facility needs are inclusive of a space that allows our school to facilitate an educational program for 336 students. New Beginnings Church has adequate lot space capacity for our growth through year 3. Our facility at full growth will need to accommodate 12 classes. In our startup years, our goal is to keep our facility cost under 15% of total operating cost to build a financial portfolio that would allow for new construction or renovation to facilitate our entire school in one location.

(c) Describe the organization's capacity and experience in facilities acquisition and management, including managing build-out and/or renovations, as applicable.

Our goal is to obtain the most programmatically and fiscally optimal facility to begin our operations as a high-quality school. Our Facilities Task Force includes Founder LaShundra Richmond, Founding Board Member TJ Jefferson, Founding Board Member Jamal Whitlow, and Carlo Foster a general contractor with charter school

experience and expertise in the development of targeted communities. Depending on the needs of the facilities acquisition, more members from within the school's founding board will be leveraged to advise the facilities procurement process. We will gather information from the capacities of our Founding Board members with experience in facilities, law, finance, charter school start-up, and community engagement to identify and secure a facility that meets the school's needs. We have secured a partnership with C. Foster Construction Company and the general contractor is working as a consultant to provide us with budget pricing on bringing the building up to code for use as a school. Even with all the construction downtown there are still a number of vacant buildings downtown and open lots in and around the proposed temporary location.

(d) Describe the process for identifying and securing a facility, including any brokers or real estate consultants you are employing to assist in finding a facility.

We plan to lease a facility for Y1-Y3. We will select a property which will allow us to build a reserve to purchase a facility after our third year of operation. When evaluating sites, we will consider: (1) proximity to our target population; (2) transportation options and accessibility; (3) cost to lease, renovate, and maintain over time; (4) parking availability and outdoor space for modulars (if necessary); (5) safety and security for students; (6) potential to increase leased space over time. All facilities decisions will be approved by the Finance Committee and Facilities Task Force of the Board and presented to the entire Board of Directors for consideration and approval. At the point of this application submission, we are considering New Beginnings Church as a potential facility for co-location. This is a unique opportunity, as it is situated in 38107, only 1-block Downtown Memphis and a little over 2 miles from the 38126 zip code and still puts us in close proximity to the various businesses and organizations as resources. It satisfies our overall square footage needs with the potential to lease more space as our enrollment increases. This facility could function as our Y1- Y3 school site or longer if modular buildings were added on adjacent lots that the church is in process of acquiring. Substantial renovations may be necessary for school operation. Please see **Attachment E** for the letter of support and commitment from New Beginnings Church. Our Board and Founder are continuing to work to generate more facility options. We will consider all the following: SCS school district co-locations, church co-location, business district renovations, and modular facilities options. The following chart details currently identified facilities options and considerations.
Ultimately, we will secure a facility that meets the needs of our academic program and is in proximity to our proposed communities. The facilities acquisition process will occur in three stages detailed in the charts below: Preliminary Planning Stage, Transaction Execution Stage, and Project Implementation Stage.

Preliminary Planning Stage

PLANNING	STAGE	GOALS/TASKS	TIMELINE
	Assessment of requirements, objectives, budget	Founder and Founding Board determined mission and vision, needs for the academic program, and anticipated budgetary needs.	Fall 2018
	Discussion of facilities and market options	Founder and Founding Board identified proposed students to educate, researched historical demographic data, and determined availability of facilities in 38107, 38104, 38126	August 2018-February 2019
	Development of academic program needs	Continuation of facilities needs assessment based on program development	August 2019-March 2019

	Forecast growth of school	Identify short and long-term needs of facilities	Ongoing
	Reassess goals and program needs	Make revisions and analyze facilities allow for the implementation of our academic program	March 2019 (Board Retreat)
	Set goal date	Set goal date for facilities procurement and occupancy	Spring 2019
	Establishment of facilities timeline	Project management of timeline based on goal date for facility procurement	Summer 2019

Facilities Procurement

STEP	STAGE	GOALS/TASKS	TIMELINE
	Review and survey of proposed area	Initial conversation with local real estate owners (church, real estate brokers) and contractors	Spring-Fall 2020
	Creation of specific and strategic facilities options	Based on our goals and objectives, identify at least 3 facilities options to meet the needs of our academic program for Y1-Y3 at minimum	August 2020
	Analysis and evaluation of facilities options	Evaluate on basis of layout and conduciveness to educational environment. Evaluate building systems and existing conditions	August 2020
	Final determination of site	Engage architect to provide code, safety, and accessibility feedback for each potential property	August 2020

	Send lease proposals and RFP's for identified property	Submission of RFPs to identified potential properties	August 2020
	Review of RFP responses	Compare actual cost and mission alignment; consideration of impact on overall budget	August 2020
	Devise and illustrate floor plans for each location	Estimation of construction cost based on interaction with architect that considers changes or improvement of facilities.	August - September 2020
	Response to RFPs	Finance and Facilities Committee responds to RFPs	September 2020
	Evaluation of counter proposals	Evaluation and review of counter RFP's by property owners	September – 2020
	Analyze facilities to reduce options	Facilities Task Force narrows facilities selection to best facility option based on RFP's, mission- alignment, and budget	October 2020
	Devise negotiation strategy	The Executive Director, Finance Committee and Facilities Task Force, and hired real estate consultants will devise a negotiation strategy to secure facility	October 2020
	Preparation of Letter of Intent	Draft and send Letter of Intent to 1st facilities choice to sign lease agreement	October – November 2020
	Determination of other facilities needs	Consult with property owner about other potential changes or needs for facility	October – November 2020
	Preparation of final terms and conditions	Prepare and review lease agreement with hired consultant, Finance/Facilities, and Executive Director	November - December 2020

	Negotiation of lease agreement	Outline of responsibilities and negotiation of terms of lease	December 2020
	Negotiation of contracted services letter	Negotiation of contracted services letter for remodeling/reconstruction of building as necessary	December 2020
	Completion of lease agreement	On or before December 15, 2019, completion of lease agreement	December 2020
	Documentation of additional amenities with property site	Documentation of all provisions and additional amenities on behalf of school and owner	December 2020

Project Management Timeline

PROJECT	STAGE	GOALS/TASKS	TIMELINE
	Development of construction documents	Consult with construction companies, architects, and engineers on development of construction documents	January 2021
	Security and technology infrastructure	Implement and secure security plans and IT software and hardware necessary for Y1	January 2021
	Review budget to ensure alignment to construction	Project management review of facilities timeline and budget	January 2021
	Secure and monitor construction documents	Finance/Facilities Committee monitors progress and paperwork for construction work	January 2021

	Review of project	Executive Director, Finance and Facilities Committee review project documentation	January 2021
	Physical preparation of building and outfitting of facilities	Ordering, coordinating, and RFP's for furniture, cable, and classroom equipment for Year 1	January-March 2021
	Bidding and commencement of construction documents	RFP needs sent, selection of general contractor and beginning of construction	March – May 2021
	Talk with various vendors for cable and furniture	Response to proposals from RFP and secure contracts for accepted vendors	March – May 2021
	Final stage punch list	Secure safety, regulatory sign off building in adherence to all codes and laws by architect; Fire Marshall Inspection	May 2021
	Maintenance agreements documentation	Meet with property owner to finalize maintenance agreement and outline responsibilities	May 2021
	Review of budgetary plans	Review budget and plans	May 2021
	Lien waivers	Document from contractors to demonstrate receipt of payment and waive rights to building	May 2021
	Develop lease abstract	Prepare summary of key financial, business and legal information that exists between owner and school	May 2021
	Contact authorizer with facility documentation	Board Chair communicates /authorizer appropriate documentation to schedule w/SCS charter school office for walkthrough	May-June 2021

(e) Describe the plan for compliance with all Americans with Disabilities Act (ADA) requirements, all applicable city planning review procedures and all health and safety requirements per T.C.A. § 49-13-107. Include associated costs in budget details.

As part of the site selection and due diligence process, an architect will be engaged to perform pre-design services by gathering existing site information and other items of note in order to inform the design and direction. This data will be used to develop a code assessment to assist in the due diligence effort. A series of design strategies will be evaluated in order to create a code diagram and to ensure compliance with all Americans with Disabilities Act (ADA) requirements and city planning review procedures and safety requirements.

REAL will follow all laws, rules, and regulations of the federal, state, county, region, or community that may apply to he facilities and school property. In addition, CSK facilities will comply with the Uniform Building Code Inspection and the Standard Building Code, Standard Plumbing Code, Standard Mechanical Gas Code, federal Americans with Disabilities (ADA) access requirements, and other applicable fire, health, and structural safety requirements, local, state, and federal laws.

(f) Present a timeline with reasonable assumptions for facility selection, requisition, state fire marshal and health inspections, and occupation.

The Founding Team has aggressively engaged in conversations with potential facilities options in 38107 and 38103. Since our projected opening is 2021, we are committed to using that gap time to ensure we do due diligence as it relates to facility selection, acquisition, and all inspections according to code. By the Fall of 2020, we will determine our options for facilities within our budget and inside our proposed recruitment area, with the goal of executing a lease agreement by December 15, 2020. At the beginning of 2021, we will contract architects and contractors to oversee code compliance and any needed renovation for safety or usage. By March 2021, renovation of the school facility should begin and be completed by the end of June 2021. Summer professional development will begin for teachers in July 2021, and our founding students will begin attendance the 3rd week of July 2021.

**These are all estimated dates and because of the gap year could indeed happen more expeditiously than what's being projected. However, with the additional planning year, it will afford us the necessary space and time to ensure we select the best facilities for our students and their learning needs.*

(g) Broadly describe a contingency plan, should your facility fall through.

Should the school facility not be acquired by January 2021, the Board will work with the real estate consultant to secure an alternate plan for temporary facilities. In the case that REAL is unable to negotiate with the selected developer the Board will look to locating vacant suitable industrial, commercial, or theater space in nearby Downtown Memphis or Midtown to provide for its temporary needs within approximately a 5-10 mile radius. Six months prior to the school's opening the Board will begin to implement the contingency plan and begin negotiations with the commercial sites available if their selected developer is not meeting their obligations.

Contingency Plan
If our primary facilities options cannot be secured, we will have built a clear set of possible contingency plans that collectively provide us further security in our pursuit of a location that suits our short- and long-term needs. We have spoken with other charter leaders who have proposed for the 38107 and 38103 community and experienced facilities hardships. The initial response of the Board will be to engage our relationships with other local churches, institutions, and businesses to identify where we could most quickly change course for the opening or all of Year 1. If we need additional funding for a facilities contingency plan, we will engage our partners that the Founding Board has established and local foundations to raise the necessary support. Lastly, once a facility plan is agreed upon, the Founder will notify parents and families of the change and reassure them that our facility was never the key to delivering a high-quality option.

Besides looking for vacant buildings and/or churches-also looking to partner with facilities company such as American Charter Development or Charter Schools Development Corporation or EPRK (Entertainment Properties/EPR Financing Solutions).

We also recognize the potentiality of utilizing a cost-effective modular building, constructed by and leased to Rich ED Academy of Leaders by an organization such as Innovative Modular Solutions (IMS), who has worked with local SCS charter schools such as Memphis Rise Academy Middle School and Aurora Collegiate Academy. The timeline from agreeing to terms on the construction of a modular building to the end of critical phase installation is traditionally between three and five months, with the majority of that time spent waiting for the buildings to be fabricated and shipped from the organization's Georgia-based manufacturing center. If our lease negotiations and/or tenant improvement projections prove to be more challenging that we envision, we believe that we can amend the above action plan to execute the production of a modular designed to serve the same educational and administrative needs as mentioned above, while readying a pre-identified ground site in parallel such that installation and state/local compliance tasks can be completed before August 2021. Should we pursue this option, we would tentatively set late January 2021 as our timeframe to begin considering this contingency option, and will begin looking, with the support of C. Foster Construction Co. and a local real estate broker, for commercially zoned ground lease or purchase options in 38107 or 38103 immediately upon authorization to accommodate this potential need.

(h) List any properties you may have already identified as suitable to meet the school facility needs.

Below are the churches recommended for possible partnership and occupancy.

Church name: New Beginnings Church
Location: Uptown Memphis
Address: 114 Henry Ave.
Memphis, TN 38107
Pastor: Bishop Edwin Jeffries
# of classrooms: 9

Additional Proposed Locations:

Mt. Nebo Baptist Church
555 Vance Ave.
Memphis, TN 38126
Pastor: Rev. John White
# of classrooms: 7

Mt. Pleasant Baptist Church
590 T.M. Henderson
Memphis, TN 38107
Pastor: L. R. Williams
# of classrooms: unknown

Young Actors Guild-Uptown
619 North Seventh Street
Memphis, TN 38107
# of classrooms: 7

Our immediate priority is securing a facility preferably in the Downtown Memphis community. Even though the application does references a long-term building plan, we are intentional around securing a facility during beginning years of operation.

2.4 Personnel/Human Capital

(a) Describe the school's proposed leadership structure. Include a copy of the school's organizational chart at Year 1 and at full capacity and highlight the areas of this structure that relate directly to the school's vision and mission as **Attachment G**. The organizational chart should clearly delineate the roles and responsibilities of – and lines of authority and reporting among – the board, staff, any related bodies (such as advisory bodies or parent/educator councils), and any external organizations that will play a role in managing the school.

Rich ED Academy of Leaders Year 1 and Full Capacity Organizational Charts are provided in **Attachment G**. The Board of Directors is responsible for oversight to ensure we accomplish our mission. The Executive Director and Head of School will report directly to the Board and follow all policies set by the Board. The Executive Director and Head of School will share execute all tasks, inclusive of the management of teachers and leaders. In Year 1, the leadership team will be composed of the Executive Director, Head of School, Business Manager, and Inclusion Specialist. The staff and leadership team will expand yearly with the enrollment of students and based on their needs.

School leadership, administration and governance, at the highest level, will be overseen by REAL's Board of Trustees. Individually, this Board currently brings a wide array of nonprofit governance and educational experience from the Shelby County area but plans to expand as the school grows. At the campus level, the Executive Director and Head of School/School Leader, will be responsible for safety, compliance, finance, accounts payable, reporting, campus operations, IT, recruitment, human resources, development and community. In year 1 of the school's operations, the Business Manager will work with Executive Director/School Leader on those duties and other support staff will be brought on in year two. These individuals will have track records of success in operating schools and strong commitments to the vision and mission of REAL.

(b) If identified, describe the capacity of school leadership in terms of skills, experience, and available time to identify and respond to the needs of the staff and students. Provide resumes for school leadership and previous student achievement data for the individuals responsible for academic programming (if available) as **Attachment H**.

LaShundra D. Richmond, Founder and Executive Director, has over fifteen years of education experience in the City of Memphis. LaShundra started her career in legacy Memphis City Schools as a social studies educator and continued on with the Achievement School District as Community Outreach Coordinator (in partnership with AmeriCorps) and then as Founding Director of Service and Community. LaShundra went on to serve at the collegiate level teaching GED-Prep Classes at Southwest Community College through Hopeworks. Since officially leaving the classroom, LaShundra has completed several fellowships around school leadership, outreach and engagement and school design: The Community Launch Fellowship Program (through the TN Charter School Center) and currently is a Resident School Leader with the High Tech High Network (San Diego, CA) and is a New School Creation Fellow with High Tech High Graduate School of Education which she will complete both the residency and the fellowship June 2019.

As a community launch fellow, LaShundra was able to share with other community stakeholders from various backgrounds about the needs of students in the city of Memphis and helped to co-create the forward design of community need and impact as it relates to charter schools and school reform. **Attachment E.** As a fellow, LaShundra got to travel across this country visiting top-performing charter schools that were interested in replicating in the city of Memphis. The New School Creation Fellowship afforded LaShundra the opportunity to work directly as a Resident School Leader of High Tech Middle North County, where the demographics are quite diverse and student needs varies, directly observe over 20 high- performing urban charter schools across the county, spend more than 400 hours in rigorous training, coaching, development, and practice, and to recruit a team of mission-aligned, committed, and high-capacity individuals for the founding Board of Directors. While at High Tech Middle North County, she has been able to institute some of her own research and study around the social-emotional supports needed for adolescents, middle school girls and has also been able to pilot her work at High Tech High School. Her resume is included as **Attachment H**.

REAL's proposed Head of School/School Leader is Lytania S. Black, a proven educational leader with a track record of producing student achievement results with a background in teaching and leading a charter school in former Memphis City Schools, currently Shelby County Schools (SCS) that served a diverse population of students and student needs in the Whitehaven area. Lytania brings over 20 years of educational experience, first starting as a Math teacher with legacy Memphis City Schools. Lytania is also a New School Creation Fellow with the High Tech High Network through its hybrid-online program, which is a 2-year program designed around School Leadership and School Design. Her resume is included as **Attachment H**.

The Head of School will be supported, developed and evaluated by the full Board of Directors on an annual basis. The process is detailed above in Governance. To assist in the continued development of the Head of School, the Executive Director will serve as the Executive Coach and is mutually agreed upon by both the School Leader and the Board to assist in the coaching and development of the School Leader. As the Head of School's Executive Coach, the Executive Director will offer feedback and support and will report back to the board.

(c) Give a thorough description of the process for hiring the school administrator. Explain how the school leader will be supported, developed, and explain the state-approved evaluation model used for the school administrator, pursuant to State Board Policy 5.201.

The role of the charter school leader is demanding and complex. Because of this, we are utilizing a shared leadership model throughout our years 1-5.

Leadership structure

Key leaders for the school will include:

Rich ED Academy of Leaders (REAL) **Executive Director**: The Executive Director will directly contribute to governance and management of the school and provides coaching to school administrators.

The ED is cumulatively responsible for all aspects of organizational health, including but not limited to: enacting the school's vision/mission; overseeing the realization of the all-girl middle school and its goals and outcomes; meeting the school's fundraising and other financial goals; maintaining district/authorizer compliance; guiding the school's professional culture; being accountable to the school's authorizer; and managing finances, development, and human resources. The ED is ultimately responsible for the execution of all programs and procedures in alignment with the school's mission and vision, with input from a broad range of constituents.

OVERALL LEADERSHIP RESPONSIBILITIES: As the chief executive of Rich ED Academy of Leaders, many of the Executive Director's responsibilities are cumulative and involve organization-wide leadership.

- **Enacting Mission and Vision**: Maintain alignment between all programs and the overall vision, mission, and core values of Rich ED Academy of Leaders.
- **Organizational Leadership**: Work with the Head of School to develop, maintain, and enhance all aspects of Rich ED Academy of Leaders to ensure positive outcomes for students and a strong, collaborative professional culture. Supervises direct reports in a manner that promotes success, efficiency, and on-going development. This includes effective delegation; training, development, and support of staff; establishing performance requirements; and evaluating staff supervised.
- **Strategic Planning and Implementation**: Consistently plan for efforts to achieve the strategic outcomes of all aspects of organizational health and growth, including but not limited to academics, child development, health and wellness, support services, organizational stability, and financial strength. Maintain alignment between the school's mission/vision and the policies and strategic direction of Rich ED Academy of Leaders Board of Directors.
- **Board Work**: Report to the board and maintain a positive, working relationship with the Board. It is incumbent upon the Executive Director to keep the Board informed of all financial and legal matters, and to work with board members on the various committees. The Executive Director is expected to attend all committee meetings, within reason, and to share updates on the school and bring back recommendations from the committees to be implemented in practice.

INTERNAL MANAGEMENT: The core elements of internal management are those key pieces that flow naturally from our mission and are the central, measurable things Rich ED Academy of Leaders will do to see our vision become a reality. The Executive Director is responsible for:

- **Enforcement of Rules and Regulations**: Honor all local, state, and federal laws, rules, and regulations. Appropriately and directly respond when infractions occur.
- **School Culture**: Develop and maintain a staff culture that embodies the school's core values and brings the mission/vision to life. To do this, the Executive Director will work directly with the Head of School to develop and maintain this school culture.
- **Financial Management**: Ensure accurate financial management and oversight to guarantee that Rich ED Academy of Leaders secures all needed revenues (including enrollment projections), stays within the board- approved budget, and effectively protects assets. Ensure effectiveness of accounting and auditing consultants.
- **Human Resources**: Establish systems that ensure that recruiting / selection processes benefit Rich ED Academy of Leaders; ensure that employment legal requirements are met; and ensure ongoing care and overall HR administration meets the needs of employees and Rich ED Academy of Leaders.
- **Internal Communication**: Implement high quality, timely, and effective communication from Rich ED Academy of Leaders' leadership to the staff, students, board members, committee members, and other internal stakeholders.

EXTERNAL RELATIONS: The Executive Director is the most externally facing employee of the school and much of the role is building and maintaining positive working relationships with external partners.

- **Development Wor**k: Ensure the financial health and longevity of the school by cultivating relationships with foundations, corporations, and individuals who provide financial support to the school. Ensure that the school meets its short- and long-term fundraising goals.
- **Community Outreach and Partnerships**: Be the face of the school to the external community. Although the Executive Director may not be the primary point person for every relationship, the Executive Director must be aware of, connected to, and nurturing relationships with all organizations. Community outreach may also include advocacy at the local and state policy level.
- **Authorizer Relationship**: Maintain a strong relationship with the school's authorizer-Shelby County Schools (SCS). Funding and external assessments go through SCS and it is essential that the ED maintains a positive, working relationship with the authorizer.
- **External Communication**: Implement quality, timely, and effective communications from Rich ED Academy of Leaders' leadership to key partners, the community at large, and other critical stakeholders.

The Head of School is hired by the Board to manage Rich ED Academy of Leaders and is responsible for all financial, operational, curricular, and academic management, and all school-based decision-making. The Head of School helps to implement/carry out the vision for the school and is responsible for ensuring the school meets the goals set forth in the charter petition.

Competencies:

- Belief that all students can and will learn at high levels.
- Commitment to the mission and vision of the school.
- Experience in educational leadership and school management with teachers and students.
- Knowledge of data analysis and ability to effectively utilize data to inform decisions.
- Ability to plan and enact budgeting practices to meet the goals in the school's accountability plan and sustain the overall health of the organization.
- Ability to perform accounting and allocation of financial resources for the academic program.
- Ability to communicate effectively across stakeholders both verbally and in writing.
- Demonstrated organizational skills and ability to manage competing priorities at once.
- Optimistic, resilient, approaches work with excellence; takes personal and professional accountability
- Receptive to feedback.
- Strategic planner to ensure the school meets both long and short-term goals.

- Deeply reflective and constantly seeks out ways to improve self, school, and overall organization.
- Critical thinker and able to adapt make sound decisions under pressure.
- Minimum Bachelor's degree required in related field and Master's degree in related field preferred

Responsibilities

- Create and foster a school culture that is inclusive and equitable for all staff, families, and students.
- Leads and manages School Leadership Team.
- Makes all final decisions per hiring and termination of staff.
- Develops evaluations in alignment with TEM rubric to evaluate all staff members.
- Establishes annual and long-term strategy and goals for the school with Board approval.
- Develops educational program, including curricular, assessment, and enrichment programming.
- Trains or coordinates training of all staff members, including teachers, leaders, and operations staff.
- Selects and trains staff on assessment tools used by the school in addition to state tests.
- Creates and maintains marketing and fundraising plans for school.
- Works with the Finance committee and Financial Solutions to create the annual budget for the school.
- Coordinates and manages Business Manager to conduct enrollment lottery and waitlist as regulated in the T.C.A. 49-13-113.
- Oversees and implements student discipline policy, behavior expectations, and Code of Conduct.
- Reviews all student RTI2 data, report card data, IEPs, Section 504 plans, student support plans, student safety plans, and any plans related to monitoring the progress of all students' academic growth. Atfull scale, responsible for the delegation of duties of school to ensure the continuation of monitoring student progress.
- Works with back office provider, Business Manager, and other leadership team members to prepare, review, analyze, and submit required reports, evaluations, and documentation to the authorizer and/or external funders.
- Provides supervision over the daily management of accounting, cash receipts, disbursements, payroll benefits, IRS documentation, and staff.

Upon authorization, the Board will hold an organizational meeting to formally hire Ms. Richmond and Mrs. Black as Executive Director and Head of School. With consideration of the qualities and responsibilities required of the role, the Founding Board enthusiastically proposes Ms. Richmond and Mrs. Black as the Executive Director and Founding Head of School. Prior to the start of the first year of operation, the Board of Directors will officially adopt metrics for the evaluation of the Executive Director and Head of School.

Evaluation of Executive Director and Head of School

The Board will evaluate the Executive Director and the Head of School annually. The evaluation metric will include the following pursuant to TN State Board of Education Policy 5.201: 50% of the evaluation criteria shall be comprised of student achievement data, including 35% based on student growth data and 15% based on other measures of student achievement. The remaining 50% of the evaluation criteria shall be based on a rating using qualitative measures such as: (1) School climate and/or teaching and learning conditions surveys; (2) review of quality implementation of teachers' evaluations; and (3) two on-site observations conducted by certified evaluators determined by the department of education.

(d) Describe your strategy, plans, and timeline for recruiting and hiring additional key staff, including, but not limited to, operational staff, administrators, and teachers. Explain other key selection criteria and any special considerations relevant to your school design.

We believe that high-performing leaders and teachers will be attracted to REAL's proven practices, our intentional focus on liberal arts, literacy and leadership, and our collaborative, professional culture focused on growth. We will also provide competitive salary and benefits to attract high quality leaders and teachers. We believe that educators will stay at REAL because of their commitment to our mission, their dedication to our students, the intensive coaching to improve their craft and the support and guidance they receive from colleagues and leaders. In addition to

leadership opportunities, such as becoming a content area leader, teachers will participate in intensive instructional coaching that will allow them to become amazing teachers who produce results.

To be hired, leaders and teachers will demonstrate alignment with our mission and a belief that all students, regardless of skill-level or circumstance, can achieve at the highest levels. They will: have a strong track record of student performance and growth; have command of their subject matter; be team players; and have strong people skills and the talent to build relationships with students and their families. All teachers will possess appropriate degrees and certifications.

Each year our job postings will be posted by October 1st. The Head of School will be responsible for the hiring process. The application review and interview process for the posted jobs will be conducted throughout the school year on an ongoing basis according to the needs of the school. To deliver on our mission, we will recruit staff members via the following: Develop and maintain relationships with local, state, and national graduate schools and university career service centers; Tap into the Executive Director's local and national connections in education through various organizations; Leverage national organizations such as Teach For America and TNTP's alumni networks; Build a social media profile, including Facebook, Twitter, Instagram and LinkedIn; Advertise positions in monthly school newsletters (currently Rich ED Academy of Leaders list consists of close to 100 community supporters and 200 on Social Media).

The proposed Head of School/School Leader has already begun recruiting potential leaders and teachers and will continue to do so upon approval of the charter in the summer of 2019. The Head of School/ School Leader will utilize her professional network in Memphis supported by the Tennessee Charter School Center (TCSC), her national network through High Tech High and other high performing networks as well as established organizations like Teach for America. REAL will also utilize career fairs and local colleges to identify teachers, and we will also post job openings in the newspaper, through professional networks, and online through the REAL and TCSC websites. The hiring process will be led by the School Leader, and supported by board members.

Our rigorous hiring process includes the following steps:

- Completion of application: résumé, cover letter, writing sample
- Application screening
- Phone screening
- Lesson Planning Review (Pre-sample lesson)
- On-site interview
    - A one-on-one interview
    - A demonstration lesson (will leverage other charters to allow our candidates to teach a sample lesson)
    - A written activity in which the candidate reviews student performance data to identify trends and develop an action plan.
    - An observation and critique of a videotaped sample lesson (if demonstration lesson is not possible)
    - Verification of credentials (transcripts) to ensure highly qualified status, state and federal background checks
- Reference checks
- Offer of employment

The following classified staff are hired at REAL with the process starting once the school's Executive Director and Head of School/School Leader has been officially hired.

School Operations Staff: including a contracted Project Coordinator (year 0), a full-time Business Manager (year 1) and Office Coordinator/General Secretary (year 3) who are responsible for managing day-to-day operations of the school.

Applicants are screened through a resume review, phone screen, skills-based assessment, in-person interview, reference checks and a school culture interview. The selection process is conducted amongst the Human Capital committee.

Academic Coach: responsible for providing academic and behavior support to SPED students in both Special Education and General Ed classrooms. The schedule of classes in which they assist is driven by student needs and developed by school-site administrators in collaboration with lead teachers. Aides perform a variety of instructional tasks in such areas as reading, writing, and mathematics. SPED Aides must meet NCLB requirements with a minimum of 48 hours of post-secondary coursework.

Aides go through a selection process involving:

- Resume screen
- 20 minute phone screen
- One-on-one interview with the Director of Instruction and Curriculum and the Special Education Coordinator to review specific role expectations, discuss past experiences, and assess skill and content-knowledge.

At this point, candidates are deemed qualified for hire, and the final decision is made at the school-site.

Recruitment & Hiring Strategy and Suggested Timelines

I. Develop a strategic recruitment campaign that centers on the school's mission.

II. Invest in hiring throughout the school year to compete for the strongest candidates.

(e) Explain how teachers will be supported and developed. Describe the policies and procedures for evaluating staff, providing feedback, and celebrating excellence.

Our school design is informed by the models of high-performing charter schools such as High Tech High in San Diego, CA and Chattanooga Girls Leadership Academy in Chattanooga, TN. High- quality instruction measured by student performance is a vital element of these proven models, as it will be with Rich ED Academy of Leaders. The Executive Director, Head of School and a growing leadership team over the course of our enrollment year to year will ensure the growth of teachers' and leaders' understanding of our academic model, content, curriculum, and research-based instructional practices. Teacher growth will be facilitated by regular observations, coaching sessions, evaluations, and celebrations. Each teacher will receive at least one full class observation per week. After the observation, teachers complete a self- assessment of the observed lesson. Following the self-assessment, each teacher will have a debrief meeting to discuss observation and receive coaching from the Head of School or Curriculum/SPED Coordinator (beginning Y3), and from the Head of School, Curriculum/SPED Coordinator, or Dean of Student Supports and Culture in following years.

(f) Indicate the state-approved evaluation model used for teachers, pursuant to State Board Policy 5.201.

The leadership team members for the remainder of this section will be referred to as "coach."
In addition to weekly coaching meetings and informal evaluations, teachers will have formal observations in alignment with TN State Board of Education Teacher and Administrator Evaluation policy 5.201. Formal evaluations will include coach-collected notes, student performance data, classroom management and culture data, and a self-assessment completed by the teacher. The purpose of the evaluation system is to quantifiably convey a teacher's strengths and growth areas for the categories of instruction (high-quality instruction), planning (intellectual prep), and environment (core taxonomies) to drive upcoming coaching meetings and professional development. The coach and teacher will meet to debrief evaluation results and to build a plan to meet their growth goals. Likewise, second semester formal evaluations will occur at the start of the third quarter and will have the same components as in the first cycle of evaluations. The formal evaluations will be a factor in determining a renewal contract for the following year. End-of-year evaluations and debriefs will occur during the last month of school and before the end of staff closeout.
When staff members are excelling and positively responding to their professional development it is recognized as REAL. We will evaluate excellence for our staff members by the following metrics: (1) Student achievement measured in lower elementary using STEP data and in all grades measured by the growth and achievement of students on NWEA MAP, interim assessments, and standardized state assessments; (2) Classroom culture measured by the teacher's cultural data from observations and the teacher's ability to effectively implement the school's cultural procedures. (3) Core Character Values (REAL) rubric will measure teacher's ability to convey the core

values; specific actions connected to each core value and teachers will be measured by actions like punctuality, collaboration with of other teachers, submission of lesson internalization/intellectual prep, and attendance.

Non□Instructional Staff Performance Evaluation. Non□instructional staff members will report to either the Head of School or another designated leadership team member such as the Business Manager and will be evaluated on a quarterly basis in the areas of production and efficiency. The components of the evaluation will be individually designed to reflect the expectations of each role. Staff members who demonstrate satisfactory performance and

(g) Describe how the proposed school intends to handle unsatisfactory leadership or teacher performance, as well as leadership/teacher changes.

Our systems, protocols, overall school structure, and school design are responsive to the needs of our intended students in the North Memphis/Uptown, Downtown and portions of South Memphis communities. Our high expectations of students are the responsibility of the adults to maintain and will require every adult to strongly believe every child can achieve at high levels. Teachers will receive professional development on both academic and behavioral strategies to support every student's growth. Our regular observation and feedback cycle will permit coaching interactions to take place continuously. If a teacher demonstrates a consistent failure to meet staff expectations, the initial communication will be verbal from the coach, followed by a written warning and professional improvement plan. Examples of actions that could result in a written warning and professional improvement plan include: chronic tardiness to work, chronic absenteeism or tardiness to assigned duty posts, negligence to communication with staff or families, lack of adherence to deadlines, use of inappropriate language or tone when communicating with students, staff, or any other stakeholders, failure to comply with Professional Code of Conduct expectations outlined in the Employee Handbook, and any behavior detrimental to the mission of Rich ED Academy of Leaders. "Chronic" is defined for this purpose as greater than three (2) occurrences during a two-week period. A written warning will be issued, with exceptions for circumstances approved at the discretion of the Head of School. After a written warning, both instructional and non-instructional staff members will have a two-week time period to show improvement in the area of concern. In the event the behavior is a repeat offense, the staff member may be placed directly on a professional improvement plan. If improvement is demonstrated by staff member based on the goals outlined in the professional improvement plan, the staff member will be released from the professional improvement plan. If improvement is not demonstrated by the staff member, the staff member is subject to termination at the discretion of the Head of School.

There are behaviors that warrant immediate written warnings such as failure to follow professionalism expectations or using inappropriate language or tone with stakeholders. The professional improvement plan will consist of the following components: Identified behavior to be corrected; Clear timeline behavior must be corrected; Support given to ensure development and correction; Staff involved in supporting the staff member to reach the expectation; and Next steps if the staff member corrects the behavior or does not correct the behavior. We hold all staff to professional expectations outlined in the Employee Handbook. We also hold teachers and leaders accountable for the academic achievement and growth of students. Teachers whose students do not demonstrate progress as assessed by NWEA MAP, interim assessments, and TNReady assessments may not have their contracts renewed. Leaders not providing the support teachers need to be successful may also not be renewed.

In the case of gross underperformance of students along with the teacher's lack of ability or willingness to change actions leading to underperformance, immediate dismissal may be warranted. The following are examples of situations that constitute as unsatisfactory student performance: (1) MAP assessment shows less than one-year growth; (2) TVAAS evaluation from state shows less than level 3 student growth; (3) Student achievement deteriorates between interim assessment cycles.

Ultimately, the Board holds the Head of School responsible for making progress towards our school's goals and mission. The Board will evaluate the Executive Director and Head of School on academic performance as measured by our goals and benchmarks, student enrollment and attendance, disciplinary issues, parent engagement, fiscal responsibility, and timely and regular reporting to the Board. The Head of School can be immediately dismissed for the following: unethical or illegal behavior, gross misconduct, mishandling of school funds, or gross underperformance of responsibilities. The chart below describes the actions the school will take in the event of an emergency leadership transition.

Emergency Leadership Transition Plan

Action Step	Description of Transfer of Responsibilities
Communication	The Board Chair will be identified as the primary point of contact, notifying all board members of the transition, and leading the discussion on next steps. The Board Chair will send communication on circumstances and recommended plan of action to Board for approval and school staff for information. Once the full Board has approved a plan of action, the Board Chair will send a message to the organization's key stakeholders, e.g., the authorizer, funders, and parents detailing the plan. The Board will ensure ongoing access to key stakeholder contact lists and to critical passwords, such as those used for social media accounts.
Financial Oversight	The Board will ensure that the Chair and Treasurer are signatories on the school's checking accounts to enable business to continue in the case of an emergency Head of School transition. The Board will ensure ongoing access to current contact details for all financial advisors, accountants and back-office providers, and key funders. Finally, the Board will ensure that a schedule of key activities and deadlines, such as the IRS Form 990 is current and accessible.
Interim Management	In case of an emergency transition, Board will designate Leadership Team Member as acting Head of School. The acting Head of School has limited executive power. S/he will be appointed by Board to provide leadership during planning and/or implementation phases of executive search.
Executive Search	The Board will immediately convene an ad hoc committee composed of the Chair, Executive Director and two other Board members and chaired by the Chair.

REAL's goal is to have open, honest communications to ensure building relationships of trust between staff and the leadership team. If an employee finds it necessary to resign his or her position, they should do so in a professional manner that will reflect well on their personnel record. Employees are requested to give a minimum of two (2) weeks' notice. An employee who resigns or is terminated will be responsible for returning all school property they have in their personal possession. Failure to do so will result in the cost of these items being deducted from the employee's final paycheck.

(h) Define and elaborate on the procedures for hiring and dismissing school personnel, including conducting criminal background checks.

A committee of REAL faculty and administrative team will make up the Human Capital Team that will select qualified applicants. All applicants will be asked to submit a cover letter that states their qualifications and their education philosophy, as well as a resume and the names of three references. After reviewing the resumes, the interview team will decide which candidates to interview and develop and use an interview rubric. The interview process may involve up to three separate interview sessions. Upon selecting candidates for hiring, the background checks and detailed reference checks will be conducted. If the Human Capital team is satisfied with the results of those checks, the Executive Director/School Leader will present the team's recommendations to the Board of Trustees for approval.

REAL does not have tenure or guaranteed employment. The employee or REAL may terminate employment at any time, with or without reason; so long there is no discrimination and no violation of applicable federal or state law. If, following a full and complete review, a teacher's performance is judged to have been unsatisfactory or less than adequate during the period under review, the Executive Director/School Leader may initiate termination of employment procedures/hiring activities as outlined above. REAL staff and faculty may be dismissed for just cause as defined by Tennessee Employee Rights.

Required documentation for employment: To be considered for employment at Rich ED Academy of Leaders, prospective employees are required to complete and submit an application package to the Executive Director/School Leader that includes the following:

- W-4 and 1-9 forms
- Personnel Application
- Set of fingerprints
- TB Test Results
- Curriculum Vitae/ Resume
- Official Transcripts
- 2 Letters of Recommendation
- Current Tennessee Teaching Credential (faculty)
- 2 valid forms of identification

Criminal Background Checks: The Destiny House, Inc. will check references of prospective employees and will use fingerprints submitted to conduct a background check through the State of Tennessee Department of Justice's criminal history records. All of the information received by the Destiny House, Inc. in accordance with the required criminal history check is privileged information, not a public record, and only for the exclusive use of the Administration. The cost or conducting criminal history checks will be born by the School.

The Destiny House, Inc. will not hire individuals who have a "criminal history" which is defined as county, state, or federal criminal history of conviction of a crime, whether a misdemeanor or felony, that indicates an individual either poses a threat to the physical safety of students or personnel, or has demonstrated that he or she does not have the integrity or honesty to fulfill his or her duties as school personnel.

In alignment with TN law, all teachers who serve in a classroom for over 20 days will be required to hold at minimum a bachelor's degree and a TN license. After successful completion of our recruitment, application, and interview process, we will extend an offer of employment to qualified and successful applicants. Finalizing this process will include: (1) Verification of minimum TN teacher qualifications (2) Offer Letter - Sign and submit letter of agreement; (3) Payroll and Tax Forms - Complete direct deposit form (with check), Form I-9, Form W-4, TCRS Form Certified (4) Personnel Forms - Complete personal bio and new hire sheet (5) Certification - As applicable, submit all certification documents and fill out forms as needed; register for PRAXIS tests as needed and enroll in additional coursework as needed; (6) Background Check and Fingerprinting - Complete criminal background check and fingerprinting. All employment offers will be contingent upon candidate providing all certification documents, registering for PRAXIS as needed, and enrolling in required coursework as needed. Upon completion of all of these requirements, an employment contract will be finalized. Dismissal may occur in the event of failure to comply with written warning, professional improvement plan, and/or specified behaviors not in alignment with our professional norms. Any behavior that is unethical, illegal, or gross misconduct in nature are grounds for immediate termination without warning for all staff members including the Head of School.

(i) Outline the proposed salary ranges and employment benefits, as well as any incentive or reward structures that may be a part of the compensation system. Explain the school's proposed strategy for retaining high-performing teachers.

REAL is committed to hiring a highly qualified, talented and diverse community of teachers and support staff who share the same educational philosophy as REAL. In an effort to reach the widest range of educators seeking the opportunity to join this innovative school, REAL will advertise in national, regional and local newspapers and publications. We will also post advertisements in print and online at various universities, schools of education, and professional associations. REAL will use the National Alliance for Charter Schools Jobs Board, the National

Association of All-Girl Schools Jobs Board; and announcements via REAL's website and Facebook page to post openings.

The minimum qualification for all teachers and leadership staff is a bachelor's degree. Compensation will not be determined by level of education; proven student performance in measurable data will play the greatest role in determining starting salary. We believe that supporting staff and then acknowledging their observed growth is vital to retaining talent at our school. While there is no way to compensate teachers enough for ensuring our students are successful in high school, college, and life, we will continue to work to attain funds through grants and private donations to always expand how we invest in the expertise of our teachers. This investment will include increased salary, more offerings of professional development, and opportunities for professional growth in leadership within our school structure.

We believe that there are two components to teacher retention and being able to retain high performing teachers; strong initial hiring, followed by strong support. We hope to hire teachers who will thrive at REAL and to retain teachers by offering excellent opportunities for training and professional growth, a high degree of autonomy over their work, the benefits of a learning community, and participation in a democratic organizational structure. REAL's Board of Trustees views teacher retention as a high priority and is committed to making sure teachers have the freedoms and resources they need to carry out their mission.

In order to retain quality personnel, REAL will encourage staff to exercise initiative in program development, leadership and service to school and community. REAL faculty will create individual professional development goals on an annual basis, and administration will strive to provide meaningful opportunities for development through support for workshops, conferences, on-site trainings and research. To assist in retaining quality personnel, leadership will conduct annual job satisfaction surveys, as well as exit interviews with anyone leaving the school, and will use the results to rethink or refine policies and practices.

To ensure REAL has a high retention, REAL will adapt Teacher Induction practices from Harry Wong, an internal teacher mentorship with veteran teachers and performance bonuses.

If a position within the school becomes open, the leadership team will seek qualified candidates from among current staff and qualified internal candidates will be given preference over outside applicants. All teachers will be required to take part in extensive staff development activities before school begins in July 2021.

REAL's goal will be to train and retain the most highly qualified staff possible. To do this, REAL will seek building a quality working environment and to compensate individuals appropriately. As the school evolves and establishes a financial reserve, this may include bonus pay as outlined by the Board of Trustees. Because the effective education of our students requires a low teacher-student ratio and a 21st century technologically-rich model, REAL will do extensive fundraising in order to pay competitive salaries.

All salaries will be paid by the per pupil funding and other public monies that REAL receives. We do not anticipate that any salaries will be grant funded, with the exception of the proposed School Leader during the planning year. Salary increases will be tied to teacher and student performance metrics. We will also offer benefits to all full-time employees, including health and dental insurance, medical and flexible spending accounts and retirement planning opportunities.

Compensation for leadership and teachers will be based on their performance according to the TEAM rubrics. We anticipate that those meeting expectations will receive a salary increase; those who are performing just below expectations will receive additional support to improve their performance the following year; and those whose performance is significantly below expectations will not be rehired.

Rich ED Academy of Leaders compensation for teachers is based on a three-tiered system. Starting salaries for new teachers are determined by three distinct categories: Emerging, Proficient, and Master teachers.

Teacher Compensation Tiers

Tier	Description
Emerging Teacher	● Starting salary set at $45,000 ● Joins with less than 2 years of teaching experience
Proficient Teacher	● Starting salary set at $48,182 ● Joins with 2-3 years of measurable data showing student gains (acceptable forms include TVAAS, state assessments (TNReady), or national normed assessment data) ● Eligible to apply for grade level leader
Master Teacher	● Starting salary set at $49,000 ● Comes with at least 3-5 years of measurable data showing student gains (acceptable forms include TVAAS, state assessments, or national normed assessment data) ● Eligible to apply for grade level leader positions, sets them on leadership pipeline track
Dual Certified Teacher	● Additional $3,000 stipend in addition to Tier

(j) Explain the relationship that will exist between the proposed charter school and its employees, including whether the employees will be at-will and whether the school will use employment contracts. If the school will use contracts, explain the nature and purpose of the contracts.

All employees at REAL will be at-will employees. Employees will sign a one-year letter of agreement with the School Leader that will outline REAL's expectations, the primary responsibilities of the position, and salary and benefits. All personnel and staffing policies will be articulated in the REAL Staff Handbook, which will be fully developed and completed during the school's planning year.

The employee or the school may terminate the employment relationship at any time with or without cause. No person other than the Head of School can enter any agreement for employment for any specified period; any agreement must be in writing. If a teacher or other staff member leave prior to the end of the school year, the Head of School's priority is to fill the vacated position as soon possible. To ensure we continuously have access to a pipeline of qualified candidates in our school the Head of School will maintain a teacher and other staff role candidate pool via online application process, host ongoing recruitment events and open houses, and maintain partnerships with local universities and teacher talent organizations.

(k) Include a copy of the school's employee manual and personnel policies as **Attachment I**.

Complete the staffing chart below outlining your staffing projections. Adjust or add functions and titles as needed to reflect variations in school models.

Position	Start-Up	Year 1	Year 2	Year 3	Year 4	Year 5
Executive Director	.5	1	1	1	1	1
School Leader/Head of School	0	1	1	1	1	1
Dean of Student Supports & Culture	0	0	1	1	1	1
Curriculum Consultant/Coach	.5	0	0	0	0	0
Curriculum/SPED Coordinator	0	0	0	1	1	1
Classroom Teachers	.5	4	8	12	12	12
Classroom Teachers/Inclusion Specialists (e.g. special education, ELL, foreign language, etc.)	0	1	2	2	3	4
Student Support Positions-(e.g. social worker, psychologists, etc. Family & Community Coordinator	0	0	0	0	1	1
Teacher Aides or Assistants/Academic Coaches	0	1	2	3	3	3
Specialized School Staff-Literacy Coach	0	0	0	0	0	1
Specialized School Staff-Health & Wellness	0	.5	.5	1	1	1
School Operations Staff/Business Manager	0	1	1	1	1	1
School Operations Support Staff/General Secretary	0	0	0	1	1	1
School Operations Support Staff/Project Coordinator	.5	0	0	0	0	0

2.5 Professional Development

(a) Describe the expected number of days and hours for professional development throughout the school year and explain how the school's calendar, daily schedule, and staffing structure support this plan. Include time scheduled for collaborative planning and how such time will typically be used.

Professional development is responsive to the needs of students and the coaching support of teachers to ensure high-quality instruction and student academic progress aligned to our ambitious goals. If academic progress is lagging, our weekly and cyclical professional development plans will adjust to topics to directly address the area of concern based on academic data.

Rich ED Academy of Leaders Professional Development Structure

PD Type	Description of PD	Total Days
Summer Training REAL World Institute	Executive Director and Head of School leads summer PD on all-girl learning environment/community, school culture, core taxonomies, instructional practices, and delivery of academic model. Business Manager trains teachers on all operational components of the school.	14 days
Professional Development Days/	Teachers and leaders engage in PD based on data from teacher observations, student work, and assessments. Teachers practice strategies, daily lessons, and core taxonomies.	4 days
Weekly PD	Every Monday, teachers participate in weekly PD from 3:30-5:00pm. This time will be used for RTI2 Data Team meetings, Deliberate practice Protocols, grade level meetings, and/or content PD led by Head of School and Curriculum/SPED Coordinator.	

Rich ED Academy of Leaders has 18 staff only days of professional development and data analysis. The year will start with 14 days of professional development the weeks before students start school. We have strategically planned ongoing professional development throughout the year for teachers to engage in data analysis, content development, and plan intervention for the needs of our students. Teachers will also have 4 additional full professional development days/data days throughout the year. These days are planned strategically after our interim assessments to permit the facilitation of our data analysis protocol. In addition to full day professional development, we will provide the following: One-on-Ones (individual check-ins with the Executive Director, Head of School and Curriculum/SPED Coordinator or other instructional leader as our team grows with student enrollment and our staffing plan), weekly grade-level intellectual preparation and feedback meetings, content team professional learning communities, weekly coaching observation and feedback (delivered in one-on-one), and weekly and interim data team meetings. We will provide teachers with daily planning time to permit meetings to occur. In team planning meetings, teachers will participate in a Looking at Student Work protocol to gain qualitative data about student performance. Just like quantitative data review protocols, teachers and leaders will develop action plans to support student needs. The Head of School or designee will coach teachers during these processes to plan instruction that targets student gaps in understanding.

Non-Instructional PD. Non-instructional staff will have the following PD opportunities. **Vendor-related:**Non-instructional staff will participate in PD related to specific vendor services such as transportation, PowerSchool, food service, and contracted service providers. **Site-based**: This will be led by the Business Manager to orient all

non-instructional staff on the daily operations of the school prior to the start of school and weekly during early release days throughout the school year. **Authorizer-related**: Rich ED Academy of Leaders non-instructional staff will attend PD specifically related to the authorizer, as needed; **Professional Skills**: Staff members will continuously receive PD based on their needs in topics such as Microsoft Office, Inventory reporting, etc.; **School Culture:** All staff will receive PD on how to interface with students and families to ensure a school culture of customer service, excellence and ensuring we are meeting personalized needs our girls, led by the Executive Director and Head of School.

(b) Identify the person or position responsible for professional development.

The primary person responsible for professional development is the Head of School. In Year 1, the Executive Director and Head of School will develop and lead all staff training. At full scale, the Curriculum/SPED Coordinator will plan and coordinate professional development for staff. PD will be delivered by the Head of School, Curriculum/SPED Coordinator, Dean of Student Supports and Culture. With demonstrated exceptional performance and effectiveness, the leadership team has the discretion to select teacher leaders in the building to lead PD on designated topics.

To ensure teachers are exposed to the highest quality PD, the Head of School will provide access to PD from outside of the school when necessary. The Head of School will maintain a collaborative relationship with the Executive Director of Chattanooga Leadership Academy, Dr. Elaine Swafford and Kelly Wilson, Dean of Graduate School of Education-High Tech High **(see letter-Attachment E)**. The Head of School will provide access to PD from larger charter networks such as High Tech High Charter Network, particularly in the start- up year.

(c) Describe the core components of your professional development plan and how those components will support effective implementation of the academic plan. Be sure to address the areas of special education and English learners, including implementation of IEPs, discipline of students with disabilities, and communication with EL families.

Summer Training (REAL World Institute).. The onboarding process for teachers will start with reflection on why each member of our team has chosen to join Rich ED Academy of Leaders (REAL) and the embracing of our overarching campaign; #whyGIRLS. As a staff, we will internalize our mission through a discussion of the demographics and academic needs of our students. Teachers will be introduced to the core taxonomies that we will use to build our positive school culture and deliver excellent instruction. All staff will engage in deliberate practice of these strategies as described in **Section 1.3.** As a staff, we will provide feedback to each other on delivery to ensure excellent instruction starting from day one. Teachers will also go through orientation for human resources, school policies, and school operations. Internal and external human resource staff and vendors, as needed, will be on site to provide necessary information. The proposed onboarding/orientation schedule is provided in the next section.

Weekly PD. On Mondays, PD will be used to refine our academic practices. Time will be provided for data analysis, action planning, practice of instructional techniques, and reflection on student interventions.

Sample Weekly PD Schedule (Mondays 3:30-5:00pm)

Time	Outcome	Facilitator
PD Overview	This week in PD teachers will examine the data from Exit Tickets to analyze student mastery of standards. Teachers will engage in action planning based on data. The purpose of this exercise is the ensure the data we look at daily is truly capturing standards-aligned scholar mastery and we are responding to it properly.	
Objectives	Participate in data conversations with Executive Director/Head of School or designated staff member; create an action plan based on data from assessment items; plan for RTI2 groups based on data from progress monitoring.	
Deliverables	Updated RTI2 Student Intervention Plans, Action Plan to address whole class Standards-Mastery, Teach Back Protocol Feedback	
3:30-3:35pm	Announcements/Shout-outs/Celebrations/Sunbeam	ALL
3:35-3:50pm	*"Data Driven Instructional Decisions"* - Bring data from week's Exit Tickets (ET), Bring student data related to ET, Bring upcoming standards for work session	Executive Director/Head of School
3:50-4:10pm	RTI - Academic Data Team Meeting: RTI folders; Scoring and Recording data; Review of PM data, Benchmarks, Rate of Improvement (ROI), and gap analysis	Curriculum/SPED Coordinator
4:10-4:30pm	RTI- Behavior (Tier 2 plans and Tier 3 plans)	Curriculum/SPED Coordinator
4:30-5:00pm	Deliberate Practice Protocol on Grade Level Teams (Deliberate Practice): Focus on Guided Reading Implementation due to observations from previous week.	Executive Director/Head of School

Teach Back Protocol. Throughout the year, teachers will engage in regular practice of instructional techniques within a defined feedback protocol. Teachers may be expected to deliver portions of an upcoming lesson, receive feedback from their colleagues, and implement to improve their practice. We will employ deliberate practice protocol. The criteria for success for teachers for a Deliberate practice is the following: (1) Teach a lesson segment with colleagues present. (2) Receive feedback from colleagues. (3) Implement feedback from colleagues. (3) Develop clear next steps to improve future instruction.

PD Days and Data Days. PD days and Data Days happen when students are released so teachers can refine and improve their practice based on data. These 4 full release days consist of 2 Data Days where teachers analyze assessment results. The teachers will use this data to determine next steps for intervention and support in Tier 1 instruction. The Data Days occur after each assessment window to ensure data is collected, analyzed and used to inform our practice and curriculum. The PD days are also used to provide PD based on current needs of the school, analyze data related to closing achievement gaps amongst sub- groups (RTI2 data), and teacher coaching via deliberate practice.

Coaching Cycle. Teacher and leader coaching will happen on a continuous and intentional basis. Teachers will receive daily live-coaching from their manager (Head of School in Y1). Live-coaching is when the coach gives feedback to the teacher for him/her to implement in the moment to push instructional practices. This may also include the coach modeling a strategy with students during class for the teacher. All teachers will meet one-on-one with their coach each week to discuss observation feedback, practice strategies and upcoming lessons, and check-in on professional development goals. At full scale, the leadership team (Executive Director, Head of School, Curriculum/SPED Coordinator, Dean of Student Supports and Culture, and Business Manager) will split the coaching load of teachers. Each leader on staff will be coached by the Head of School and will participate in a weekly leadership team meeting to discuss goals for the school and individual leadership goals.

(d) Provide a schedule and overview of professional development that will take place prior to the school's opening. Explain the topics that may be included during the induction period and how teachers will be supported in delivering unique or challenging aspects of the chosen curriculum.

Summer Training (REAL World Institute) focuses on preparing teachers to deliver a rigorous academic environment that fosters: Relevance, Equity, Actualization and Leadership. We prepare teachers to deliver on all cultural and academic expectations set forth in our charter. Based on practices of high-performing schools, we will incorporate deliberate practice towards precise outcomes each day.

Rich ED Academy of Leaders (REAL) Onboarding

Participants	Leader	Purpose	Outcomes
All Staff	Executive Director/ Head of School	Mission & Vision Investment	Teacher Investment Plans aligned to core values; Home Visits; Seminal text connections and rationale for why we do the work, why the all-girl learning environment, why the chosen location; Establishment of staff morning huddle; HR staff orientation; Teacher and leaders demonstrate investment and understanding of the mission/vision
All Instructional Staff	Executive Director/ Head of School	Intellectual Prep/Understanding Metacognitive Load of Students	Take an 8th grade PAARC and practice TNReady assessment for reading and math. Take ACT Aspire; Teachers annotate standards and backwards map objectives to meet the depth of the standard; Teachers analyze assessment items for all subjects to understand the level of rigor for daily instruction for all content areas.
All Instructional Staff	Head of School/ Inclusion Specialist	ELL, SPED, Gifted, Section 504, and At-Risk populations	Teachers participate and demonstrate understanding of regulations and compliance to SPED, ELL, and Section 504 instruction; Teachers receive training on ESSA, IDEA, and Child Find; Teachers receive mandatory training on reporting suspected incidents of child endangerment and abuse to appropriate agency; Teachers have clear understanding of inclusion; Any remaining home visits will be conducted in the last hour of the day.

All Instructional Staff	Head of School/ Inclusion Specialist	RTI2 Implementation for Academics and Behavior	Teachers understand how to use NWEA to support RTI2 Implementation; Teachers understand file documentation required based on state requirements; Teachers deliberately practice progress monitoring data analysis for ROI calculations; Any remaining home visits will be conducted in the last hour of the day.
All Staff	Executive Director/ Head of School	Routines, Procedures, Systems/ School Operations/ School Culture	Teachers practice routines, procedures, and practices used across school to foster a positive college-preparatory environment; Teacher develop and practice classroom level routines and procedures to ensure daily instruction can happen at high levels; Teachers are trained on Behavior Management and Tracking Systems (Powerschool); Teachers are trained on language to communicate to parents for student behavior; Teachers are trained on customer service for family engagement; Final home visits conducted by staff; All teachers participate in Morning Meeting as students would participate.
All Staff	Business Manager	Physical Space	Teacher and leaders receive specific guidelines for any remaining physical space needing to be setup before students arrive the following week.
All Staff	Head of School/ Business Manager	REAL World LIVE	Teachers receive training on first Community Night of the school year, July 23, 2021. This event will focus on getting families and community members/partners excited about the REAL World Experience at Rich ED Academy of Leaders and entering the doors of the first all-girl learning community in Memphis. Parents/Community Members will get the opportunity to network and hear from both staff and students. REAL World Live will take place as a culminating experience of students 1-week of orientation.

(e) Describe the plan to cultivate future leadership capacity.

To ensure the successful operation and continuation of Rich ED Academy of Leaders, there has been careful consideration for how we identify, support, develop, and retain leaders. **Section 2.4** outlines how we train and develop talent within our organization. The Head of School will hire an Inclusion Specialist in Y1 with the capacity to train and support other teachers in high-quality instruction for all learners. The Inclusion Specialist is intended to be retained to become Curriculum/SPED Coordinator by Y3 and overseeing an Inclusion Specialist and three Academic Coaches (Y3), and hopefully by year 7 will be the Director of Curriculum and Instruction for the school. The Curriculum/SPED Coordinator will support all staff to deliver services for all special populations of students within our school. In addition, with the support of the Head of School, the Curriculum/SPED Coordinator will oversee RTI2 Implementation. In addition, teachers hired in the Y1-Y2 founding years will be hired for their future leadership capacity. Rich ED Academy of Leaders will add the leadership roles of Dean of Student Supports and

Culture in Y2. Our intent is to select candidates for these roles from highly effective teachers within our building. The Community and Family Coordinator will begin in Y4. Our intent is to select the candidate from an effective leader within our organization.

(f) Explain plans for differentiating professional development for different groups of teachers, such as new versus experienced teachers.

The New Teacher Induction Program begins with seven days (two days for orientation and five days for New Teacher Academy) of intensive training in early July at the beginning of the school year. Participation is mandatory for teachers so they are required to participate. On the morning of Day 1, new teachers are greeted by the Executive Director and members of the Board of Directors and other school leadership team members. The feelings of teamwork and collegial support are immediately evident as the new "team members" are welcomed aboard. Refreshments are served, pictures are taken, new teachers are organized into a cooperative group, and the instruction begins. The setting is that of a model classroom, with the induction team is representing the teachers and the new teachers are representing the students.

The focus of training for the next seven days is on culture, classroom management and instructional strategies. No time is wasted as new teachers delve into instructional practice and learn how to introduce a lesson, how to teach objectives, and how to engage their students in active participation. Procedures and routines for the induction classroom are established, modeled, and practiced from the very beginning. Materials or presentations provided to new teachers include the following:

- A personal welcome from the Executive Director
- A copy of the district's mission and goals
- District policies and procedures
- Curriculum and pacing guides regarding instruction
- Introduction of software used throughout the district
- Classroom management tips

Day 2 continues with instructional practices. New teachers, in their cooperative groups, actually write instructional objectives and plan sample lessons.

On Day 3-Convocation sets the tone for the new school year. The Head of School will outline their expectations for staff for the upcoming school year and view the school’s data. Based on this data, staff will set goals and strategies.

On Day 4 training will shift to the curriculum. Teachers will be introduced to what should be taught (state and district frameworks) in the classroom. The pacing guides will determine what curriculum concepts should be taught and when they should be taught.

On Day 5 training will involve effective instruction in the classroom. Teachers will implement instructional planning based on the state and district frameworks. Other important concepts discussed on this day include: instructional delivery, classroom rituals and routines, collaborative teaching models, and technological resources.

On Day 6 staff will review formative and summative assessments. They will learn the assessment cycles implemented by the district and school.

On Day 7 staff will close out the Teacher Academy training.

Of course, this is not the end of induction. All new teachers will be assigned a mentor. The new teacher and mentor will get together throughout the year and discuss issues or concerns. These meetings will be evident through the Mentor/Mentee Logs that have to be turned in on a monthly basis. Both the mentor and mentee must sign the form. If there is a need to model a lesson, it is done.

Throughout the year the head of school, curriculum staff, and mentor help the new teachers focus on strengths, weaknesses, and professional development. Monthly meetings are scheduled with the new teachers to address any

concerns that they are having. These meetings can cover classroom management, effective teaching strategies, differentiated strategies, touchstones of good teaching, etc.

During a teacher's second year, instructional strategists and lead teachers continue to mentor the new teachers. The lead teachers are considered to be master teachers who are given extra time during the day to work with the teachers. Instructional strategies, professional skills, classroom management techniques, assessment techniques, and policies and procedures receive continued emphasis.

In the third and fourth years, teachers receive advanced training in instructional strategies, cooperative learning, higher-level thinking, and more. The School Leadership Team (designated persons) will continue to observe and support these teachers. The district will award the mentees with a certificate showing the number of hours completed in the Mentor/Mentee Induction Program.

We continue our intensive approach to professional development during the school year to ensure all of our teachers deliver high quality instruction and implement our model effectively. Our school design includes extensive dedicated time for professional development, ongoing coaching, collaborative meeting time, and data analysis sessions because we know, from research and experience, that effectively-designed, ongoing training for teachers promotes student achievement gains. All REAL teachers have a comprehensive observation by School Leadership Team followed by input from partners at ANet to build a program of development for each teacher on staff detailed with unique strengths and growth profiles accompanied with whole year goals and strategies designed to meet each teachers needs and ensure positive student achievement.

On-Going Coaching and Support

The Head of School/School Leader will establish a cycle that consists of scheduled observations, identifying key action steps, one-on-one meetings focused on providing effective feedback and ensuring feedback leads to improved classroom practice. While this work is time-consuming, we believe it is some of the most important work school leadership does. In this model, observations and feedback meetings will be hard-scheduled and include weekly, shorter observations with a follow-up face-to-face meeting in which leadership provides feedback and assists in translating the feedback into next steps in the classroom. Leaders will maintain an observation tracker that will help organize and document the cycle of observation and feedback. In a spreadsheet, the tracker will include a tab for each teacher (with observation dates, feedback provided, change from previous observation and notes), as well as a summary sheet for all teachers (noting observation dates, professional goals, latest feedback). School Leaders will use this tool to capture trends across the school and design and evaluate professional development. To ensure consistency and quality of coaching, the School Leader will conduct co-observations and feedback sessions with the Literacy Coach and Dean of Academics as the school grows.

(g) Explain how the school will provide orientation to teachers that are hired mid-year.

Onboarding a teacher will take on the look of how we initially differentiate PD for all teachers. The difference is an acceleration of our strategy with these teachers. Onboarding begins with cultivation - high-quality, meaningful, targeted contact ensures school expectations are understood early.

Goals of the Orientation:

A. Address teacher needs in order of priority.
B. Review specific performance expectations and teacher evaluation rubrics
C. Set academic goals based on end-of-year assessments.
D. Set specific professional development goals.

General activities designed to develop and refine the professional knowledge and skills of teachers hired mid-year are presented by school leadership staff throughout the year. The orientation session will include presentations on classroom management, student exceptionalities and referrals, observation and evaluation of professional personnel, and current issues in education. Ongoing activities throughout the year will focus on any other activities deemed appropriate to familiarize the teachers that are hired mid-year with Rich ED Academy of Leaders.

Some of the topics that will familiarize teachers will include:

The Framework for Teaching	School calendar and schedules/Daily Routines
Salary and benefits	SCS Public School Code and district's policy book
Courses of study and curriculum	Emergency closings and procedures
HIPPA, FERPA	Technology
Homework policy	School handbook
Lesson plans and plan books	Grouping of students
Supplies	Grading Procedures

2.6 Insurance

Charter schools must have appropriate insurance coverage. Applicants should check with their local districts to determine the necessary coverage amounts and if the local entity has additional insurance requirements. As **Attachment J**, please provide the following:

(a) A list of the types of insurance coverage the school will secure, including a description of the levels of coverage. Types of insurance should include workers' compensation, employer liability, insurance for the facility and its contents, professional liability (directors and officers and teachers), surety bonds pursuant to Tenn. Code Ann. §49-13-111 (n) and sexual abuse; and

The following types of coverage have been discussed with insurance companies:

- Worker's Compensation (as required by law)
- General Liability ($1,000,000)
- School Board/Professional Liability ($5,000,000)
- Property Insurance (100% replacement cost)

(b) A letter of required coverage from an insurance company stating they will provide the required coverage upon approval of the charter application. The letter should include provisions for assuring that the insurance provider will notify the department of education within ten (10) days of the cancellation of any insurance it carries on the charter school, pursuant to Tenn. Code Ann. §49-13-107 (b) (19).
Note: if the proposed school intends to have school athletics, additional liability coverage will be required.

Letter has been included in the attachments section.

2.7 Transportation

(a) How will you transport the students to and from your school daily, if applicable?

(b) How will you transport students to any extracurricular or after school activities, Saturday school, and/or field trips, where applicable. Also include budgetary assumptions and the impact of transportation on the overall budget.

(c) If applicable, outline your proposed transportation plan as follows:

• Describe the plan for oversight of transportation operations (e.g., whether the school will provide its own transportation, contract out for transportation, request that a district provide transportation, or a combination thereof) and who on the school staff will provide this daily oversight;

• Describe how the school will transport students with special transportation needs and how that will impact your budget; and

• Describe how the school will ensure compliance with state and federal laws and regulations related to transportation services.

• Explain how you will ensure compliance with Tenn. Code Ann. § 49-6-211

To ensure all students have access to our school, we will provide transportation. We have included in our budget one bus at $45,000 in Y1-Y5 and will maintain this structure over time. We will provide one bus route in the first two years; in all other years we will provide two bus routes and add additional bus routes as our school expands and transportation needs are demonstrated. Our bus routes will be operative during regular school days and not for after school/Saturday activities. Buses will be provided for field trips or other activities that require transportation of students. To ensure all students receive a free and appropriate education, special transportation will be provided as specified in the IEP and/or Section 504. We will ensure that personnel and staffing directly related to the students' transportations has the appropriate training regarding the needs of students with disabilities. In the event the cost of providing additional transportation impacts our budget, the Head of School will work with the Business Manager and back office provider to iterate and revise a budget that will provides for these additional costs. The Board of Directors will review the budget and determine if it is acceptable or if other plans need to be made to accommodate the increased costs associated with special transportation to ensure compliance with all state and federal laws and regulations. We plan to contract with a bussing company for the operation of all buses, and to work with the provider to form bus routes responsive to students' needs. The Board will solicit competitive bids and approve vendor selection. The Business Manager will provide daily oversight of the bussing company and ensure that the company adheres to all aspects of our contract. We will ensure that personnel for the transportation of students with disabilities will have training in compliance with all state and federal laws and regulations.

(d) If there are no plans to provide transportation, explain how you will ensure students can get to school.

Plans have been provided.

2.8 Food Service

Describe the school's proposed food service plan and include the following:

(a) A clear description of how the school will offer food service to the students, including how it will comply with applicable district, state, and federal guidelines and regulations;

Rich ED Academy of Leaders (REAL) plans to contract with Shelby County Schools nutrition and meal service plan to have meals delivered to the school site. We will identify a location with warmers for the food and coolers for the milk to be stored at required temperatures. Contingent on the facilities space secured, breakfast and lunch may be served in a cafeteria or in classrooms. We will ensure compliance with all applicable district, state, and federal guidelines and regulations pertaining to food service in schools. The practices and regulations of handling food and drinks will be closely monitored. We will closely monitor how to discard waste and how to distribute food to students. In the event that we seek to select another food service provider, we will create an "invitation to bid" for meal services. The Board will evaluate the price per meal that will include: a reimbursable meal including milk, condiments applicable to the menu, serving utensils if applicable, packaging and containers needed to transport food in a sanitary manner, and transportation to and from the school. Vendors must submit milk in a variety of fat contents as defined by current regulations of the National School Lunch Program. Sample contract provisions and expectations include: (1) Maintaining Tennessee Health Department Bi-Annual Inspection with a Passing Score; (2) Having a HACCP program in place and be able to provide proof of such; (3) Maintaining daily Individual Meal Food Production Records; (4) Maintaining Daily Individual Meal Component Documentation; (5) Maintaining 21-day Monthly Cycle Menus; (6) Making accommodations for Food Allergies; (7) Ensuring hot meals maintained at 140 degrees or above and cold meals at 40 degrees or below prior to and during transport and delivery; (8) Providing meals that are individually packaged and sealed; (9) All meals will be priced as a unit, which meet USDA requirements; (10) Any provider shall implement the "Traditional Menu Planning Approach"; (11) All meals and menus will be appropriate to the age of Rich ED Academy of Leaders (REAL) students; (12) The provider substitutes food components for a student with disabilities that restricts their diet. The Business Manager will manage vendors.

(b) Include any plans to meet the needs of low-income students;

We will serve a majority low-income student population of approximately 79% of our total student body. We will ensure all families report household income earnings so that free or reduced-price lunch can be offered to all families who qualify.

and (c) How the school intends to collect free and reduced price lunch information from qualified families (including those schools that will participate in the Community Eligibility Provision).

To collect information on students who qualify for free or reduced-price lunch, Rich ED Academy of Leaders (REAL) will ask families to complete an income verification form as a part of our enrollment packet. The families may elect to complete the form to determine students who are eligible for free or reduced-price lunch.

2.9 Additional Operations

Describe the school's plan for supporting operational needs of the following:

(a) Technology:

- Describe how the school will ensure student access to technology required for state mandated assessments, include infrastructure requirements and costs in budget section;
- List the technology that will be required to meet the academic and operational needs of the school. Include any technology needed for classrooms, computer and science labs, library/media center, auditorium, main office, copy rooms, teacher work rooms, and other relevant spaces.

To provide access to technology for our literacy program, state assessments, and RTI2 Implementation, we have included in our budget 112 Chromebook purchases per year until we reach a one-to-one Chromebook per student. The initial allocation of 112 Chromebooks will allow four classrooms of students to facilitate the literacy rotations. During NWEA MAP, we will coordinate a schedule which provides the four classes a different time throughout the day. For RTI2 Implementation, benchmark testing and progress monitoring may require the use of Chromebooks with students. The Head of School and Dean of Student Supports & Culture will develop a schedule to ensure every child is tested during the benchmarking window using the Chromebooks. The Head of School will work to apply for grants to increase the amount of technology available to students each year. Our budget includes a laptop for every teacher and leader each year. In addition, each teacher will receive a document camera and projector to deliver daily instruction. We have included in our budget the outfitting or the school facility with phones and wireless internet to effectively deliver instruction to our students. Staff at Rich ED Academy of Leaders (REAL) will have access to a copier, included in our budget as a copier lease.

(b) Student information management:

• Describe how the school will ensure compliance with the Family Education Rights and Privacy Act (FERPA) and state regulations regarding student privacy and disclosure of
student data and records.

We will ensure compliance with the Family Education Rights and Privacy Act (FERPA) and state regulations regarding student privacy and disclosure of student data and records by protecting student's name and other information prior to enrollment, during enrollment, and after a child has completed our academic program or withdraws and during the lottery process. The Business Manager with the oversight of the Head of School will directly manage the Student Information Management system, PowerSchool SMS, and any other system housing student information and data. The Business Manager, Head of School, and General Secretary will be responsible for safeguarding students' personally identifiable information. Student information will only be released with written permission from the parent/guardian to disclose any personally identifiable information from students' records, in alignment with FERPA along with student information such as grades, evaluations, behavioral data, IEPs, Section 504, and health records. If student information is shared with permission, this information will be documented within the student file. The Head of School, Business Manager, and General Secretary will have access to PowerSchool SMS operated by Shelby County Schools to update attendance, grades, and promotional data. The Head of School, Business Manager, and General Secretary will proactively notify parents and students prior to disclosing personally identifiable information from the student's education records. Teachers will have access to PowerSchool SMS and students' physical files for accessing student information for parental contact or to support the analysis of academic progress. All staff members are prohibited from sharing any students' information as

outlined in FERPA without the consent of the families and the Head of School. In accordance with FERPA, if a student's information is shared with the family or permissible entity, there will be documentation recorded in the student's file that describes what information was disclosed and to whom it was provided. Students' records will be kept and stored in fireproof storage in our facility with only the Head of School, Business Manager, and General Secretary having access. The Dean of Student Supports & Culture will have access to IEP and Section 504 files in a locked location and will maintain and oversee log entry for any staff or shared services reviewing student files.

(c) School health and nursing services:

- Describe your plan for compliance with the Coordinated School Health Program, including any plans to hire a School Nurse and a description of his/her role in the school
- Include who at the school will supervise the School Nurse and his/her role in ensuring compliance with health regulations.

The Head of School and Board of Directors has included in our proposed budget template contracted services for Well Child to ensure alignment with the Coordinated School Health Program. If our student population has needs that exceed the services offered by Well Child, the Board will enact our contingency budget to reallocate resources to hire a school nurse with experience in the health services being outlined in students' health plans or medical records. If the needs and services provided by the health provider exceed the cost allocated in our initial budget, the Head of School will collaborate with the Business Manager and back office provider to reevaluate the budget to meet the needs of all students. If the school nurse is hired on staff, the Business Manager with the support of the Head of School will supervise the School Nurse to ensure compliance with all health regulations.

(d) Safety and security:

- Describe your plan for safety and security for students, staff, guests, and property.
- Identify the person or position responsible for school safety operations;
- What will be the process and timeline for creating a school crisis plan?

To ensure safety and security of students, staff, guests, and property, we will: Ensure security of the entry points of facilities; Establish and enforce visitor guidelines for entry; Ensure a protocol and policy for visitors and tours in the building; Ensure security and policy establishment in drop-off and pick-up of students; Ensure background checks for all volunteers of Rich ED Academy of Leaders; Create and enact a crisis and emergency plans tailored to our facility and needs of students; Properly train staff on all safety policies and protocols; Create drill and practice schedule for all safety and crisis plans. The Head of School will ensure all entry points of the school are locked at all times during school hours and that there is one main entry point where visitors have been given access by the Business Manager. Only persons named on the authorized list may pick-up a child from school after verifying their identity through a state issued ID card. If this list needs to change, the school must be notified in writing by the family to be reflected in our record. All building tours will be scheduled with the Business Manager at least 48 hours in advance, the guests must sign in at the front desk, denote purpose of visit, and provide state-issued ID to retain for our visitation records. All volunteers must be cleared by the Head of School and subject themselves to a background check prior to interacting with students. The Business Manager and the Head of School will work together to develop emergency plans and identify roles and responsibilities of member of staff to ensure the safety of all students within six months post-authorization. Two months prior to the start of school, the Business Manager and Head of School will revisit plans to ensure all student needs such as ADA considerations and supports are reflected in the emergency plans and the specifics regarding the actual facilities are taken into consideration. The Business Manager will develop a calendar of drills for the crisis and emergency plans, not limited to the following: (1) intruder in the building, (2) lockdown of facilities due to dangerous situation on the exterior of building, (3)

evacuation/relocation, (4) fire, (5) tornado, (6) earthquake, (7) incident near school property, (8) serious injury, and (9) bomb threat.

(e) School maintenance.

• Discuss the plan for school maintenance, including maintenance staff or plans to contract for maintenance services.

We will contract school maintenance in Y0-Y5 for custodial services and staffing. We plan to contract one person to be on hand during school hours for incidents, clean-ups, or maintenance throughout the day, and one contracted person for the evening to ensure the school is ready for the next day. If the facility has needs greater than we anticipated, the Business Manager and Head of School will work with the back-office provider to consider the cost impact of hiring a part-time building engineer earlier than Y5.

(f) Any additional operations as applicable.

The Head of School and Board have developed a relationship with Dunn Financial Solutions LLC to support budget development and plans to contract with them upon authorization to continue to support on the following: (1) budget iteration and management, (2) monthly financial review and reports submitted to Head of School for submission to Board of Directors, (3) establishment of payroll logistics, and (4) assistance with contingency budget iterations and enactment.

(g) If you intend to contract with specific educational service providers, such as a charter management organization (CMO), please detail:

- The name of the CMO or other partner organization if known;
- Selection process and criteria;
- Division of roles between the board and the service provider, and how conflicts of interest
- will be checked;
- How performance of the provider will be measured;
- Conditions for renewal and termination of the agreement;
- Any monetary obligations of the CMO agreement; and
- Include a copy of the CMO agreement as **Attachment K**, if available.

Rich ED Academy of Leaders does not intend to contract with specific educational service providers, such as charter management organization (CMO).

2.10 Waivers

Pursuant to T.C.A. § 49-13-105, a sponsor of a proposed charter school may apply to either the local education agency or to the Commissioner of Education for a waiver of any state board rule or statute that inhibits or hinders the proposed charter school's ability to meets its goals or comply with its mission statement.
Waivers may not be granted for requirements related to:

- Federal and state civil rights;
- Federal, state, and local health and safety;
- Federal and state public records;
- Immunizations;
- Possession of weapons on school grounds;
- Background checks and fingerprinting of personnel;
- Federal and state special education services;
- Student due process;
- Parental rights;
- Federal and state student assessment and accountability;
- Open meetings;
- At least the same equivalent time of instruction as required in regular public schools;
- Teacher evaluation; or
- Requirements in the charter school statute, T.C.A. 49 Chapter 13 or State Board of Education rules and regulations specific to charter schools.

Requested Waivers for Academic Programming for Rich ED Academy of Leaders

T.C.A. Citation	Description of Statute	Proposed replacement policy or practice	How this waiver will increase student achievement
T.C.A. § 49-3-306(a)	Licensed Personnel Salaries	We will ensure our staff will be paid appropriately, at regular intervals, and in a timely manner, disclosed the start of each year. We have selected a fiscal year of July 1 to June 30. Salary ranges will be determined by evidence of effectiveness based on standardized tests, and nationally normed assessments.	Recruitment efforts will be towards recruiting highest quality mission-aligned teachers. Pay scale will be commensurate of belief. Our competitive compensation for teachers is based on student achievement rather than years of experience or advanced degrees.
T.C.A. § 49-3-311	Capital Outlay	We will ensure a facility that is ADA compliant and meeting all occupancy safety codes. We have sought facilities in our proposed zip code and target community. We have provided letter of commitment from a potential facility as Attachment E.	The capacity to make a determination of our own facility gives us the ability to find locations that are fit both our financial projections and needs of our program. This will allow us to leverage our resources to for other program needs.

T.C.A. § 49-5-503	Tenure	Rich ED Academy of Leaders will contract teachers and staff through an "at-will" status with the school.	To maximize student academic progress, we require more demand over staffing infrastructure to retain, recruit, and support the best talent.
T.C.A. § 49-6-2206	Use of Unapproved Books and Instructional Materials	Our Executive Director, Head of School and Curriculum/SPED Coordinator will determine the curriculum necessary for each school year, which may include textbooks not listed on approved books or approved instructional materials list. Our team will ensure instructional material and books selected are aligned to TAS and students will participate in the required state assessments.	To ensure that we can provide our students with the tools and knowledge they need to be successful in high school, college, and life, we will require a high amount of flexibility in our curriculum and instructional materials.
T.C.A. § 49-6-3004	School Term	Students will attend 185 days based on annual school calendar. We have 14 PD days scheduled prior to start of school in the summer. Our schedule includes 4 Staff PD days throughout the year, 2 data days and 2 PD days where students are out, and teachers are in for in-service.	We understand impact high-quality instruction and implications has for PD. We ensure students have a high-quality instruction and rigorous academics through consistent, research-based, and data-driven professional development. The early-start in July gives us the time to orient the girls to the all-girl learning environment as it relates to expectations, norms and instructional goals.
T.C.A. § 49-6-4002	Formulation and administration of behavior and discipline codes	Under direction of Head of School, Dean of Student Supports & Culture, we will formulate and administer discipline policy that meets all students' needs to produce learning environment conducive to learning that is safe and supportive. disciplinary policy will ensure there is no discrimination by race, gender, religion, disability or any other demographic factor.	Our college focused school culture is safe and supportive that focuses on the academic and behavioral needs of all students. We understand behavior and academics are parallel and invest our time with character development of our students through our character education program.

0520-01-03-.03(5)	Duty Free Lunch Period	We request waiver of mandate to provide duty-free lunch period of teachers, so teachers may support during scheduled recess and lunch periods. Teachers will receive planning time throughout day, and teachers may be needed at lunch times and recess to assist with monitoring students, due to lack of using substitute teachers in school.	We are dedicated to ensuring all students have academic foundation needed to excel in high school, college, and life. 6-8 Literacy rotations are key component of our academic program and provide students with proficient foundation in both reading and math.

0520-01-03-.07(1)	School Library Information Center	We will not have a library information specialist in Y1-Y5 but will have leveled classroom libraries in our classrooms, with general education teachers directly managing the libraries and monitoring student usage of library materials.	Libraries inside classroom allow us to save resources and differentiate reading across all levels of readers. If students are ready to access books beyond their grade level, they may access books at other grade levels.
0520-01-02-.02	Salary Schedules	Rich ED Academy of Leaders will create a system of determining salary and bonuses of teachers based on student achievement data at Rich ED Academy of Leaders or previous teaching experience.	Student achievement is our school's purpose. We commit to hiring based on effectiveness and ensuring the highest quality of individuals hold any positions in our school.

SECTION 3 FINANCIAL PLAN AND CAPACITY

3.1 Planning and Budget Worksheet (Attachment O)

Public charter schools are required to operate under an annual budget on a July 1 – June 30 fiscal year. For purposes of this application, the proposed charter school must submit the Public Charter School Planning and Budget Worksheet which is provided on the department's website. Provide, as **Attachment O**, a detailed budget for the proposed school. The budget must include:

(a) All anticipated revenues and expenditures
(b) A back-office budget
(c) Financial implications of facilities plans
(d) Explicitly detail major assumptions including but not limited to:

· Student enrollment;
· All anticipated funding sources, including: Local, state, and federal per-pupil funding; eligibility levels; and annual increases;

o Other government resources;
o Private fundraising;
o eRate;

· Student fees;

Compensation, including:

· Salary table and number of staff by position;
· Yearly pay increases; and
· Pension contribution and other benefits

• Line items for each major expense and delineation of assumptions, including:

- Instructional materials and supplies;
- School equipment and furniture;
- Technology for student and instructional use;
- Professional development;
- Student assessments;
- Student information system;
- Special education services;
- Student activities;
- Contracted services at school (audit, I/T, PD, etc.);
- Rent and utilities;
- Office supplies and equipment;
- Technology for administrative use;
- Fundraising materials and resources (non-staff);

Both the budget forms and narrative should specify the amount and sources of funds, property, or other resources expected to be available through banks, lending institutions, corporations, foundations, grants, etc. Note which are secured and which are anticipated, and include evidence of firm commitments, where applicable.

· School start-up costs;
· Management fees and any other management compensation to the CMS or network (if applicable);
· Facility scenarios; and
· Capital, contingency, and insurance reserve funds.

3.2 Budget Narrative (Attachment P)

As **Attachment P**, present a budget narrative including detailed descriptions of budget assumptions, revenue, and expenditure projections reflecting proposed growth over time. In this section include:

(a) A plan for compliance with state and federal accounting and reporting requirements;

(b) How the proposed budget is adequate to ensure your proposed school model can be implemented fully and how it supports your theory of action concerning student achievement;

(c) An explanation of student enrollment and BEP projections;

(d) An explanation of all anticipated funding sources, including grants, state, federal, and local per-pupil eligibility, other government resources, private fundraising, eRate, student fees, donations, etc.;

(e) An explanation of all anticipated expenditures including salaries and benefits, yearly pay increases, instructional materials and supplies, equipment and furniture, technology for both student and instructional use, professional development, special education services, student activities and field trips, contracted services (ex. CMO, audit, payroll, IT, etc.), rent and utilities, office supplies and equipment, management fees, capital, contingency and insurance reserve funds;

(d) The systems, processes, and policies by which the organization and school will manage accounting, purchasing, payroll, and audits. Include any draft policies on financial controls, etc.;

(e) How the school will provide an independent annual audit of organizational and school level financial and administrative operations;

(f) Your team's individual and collective qualifications and capacity for implementing the financial plan successfully;

(g) The roles and responsibilities of the school's administration and governing board for school finances and distinguish between each;

(h) The school's contingency plans to meet financial needs if anticipated revenues are not received or are lower than expected;

(i) The Year 1 cash flow contingency, in the event that revenue projections are not met in advance of opening;

(j) How one or more high needs student with disabilities might affect the budget and your plan to meet student needs that might be more than anticipated; and

(k) If there is a plan to outsource any or all financial management areas such as payroll, benefits, audits, fundraising, accounting, etc., include a statement on how you will choose the vendors and how you will oversee their activities to ensure fidelity and compliance.

ATTACHMENTS

Please include attachments labeled according to the following schedule:

ATTACHMENT A: Annual School Academic Calendar
ATTACHMENT B: Student Handbook / School Forms
ATTACHMENT C: Student Discipline Policy
ATTACHMENT D: Student Enrollment Policy
ATTACHMENT E: Pledged Support from Prospective Partners & Letters of Support/MOUs/Contracts
ATTACHMENT F: Board Governance Documents
- F1. Articles of Incorporation
- F2. Proof of non-profit and tax exempt status
- F3. By-laws
- F4. Code of Ethics
- F5. Conflict of Interest Policy
- F6. Board member resumes
- F7. Board policies, including policies on open meetings and open records

ATTACHMENT G: School Organizational Chart
ATTACHMENT H: School Leader Resumes/Student Achievement Data (if available)
ATTACHMENT I: Employee Manual/Personnel Policies
ATTACHMENT J: Insurance Coverage
ATTACHMENT K: CMO Agreement (if applicable)
ATTACHMENT L: Organization/Network Annual Reports or Audits (for existing operators)
ATTACHMENT M: Network Organizational Chart (for existing operators)
ATTACHMENT N: CMO Documentation (if applicable)
ATTACHMENT O: Planning and Budget Worksheet
ATTACHMENT P: Budget Narrative
Shelby County Schools Supplement: Regional Analysis Supplement

ATTACHMENT A: Annual School Academic Calendar

Rich ED Academy Of Leaders | 2021–2022 School Calendar

Date	Day	Event	Students	Teachers
July 6-9; 12-15	Monday-Friday (8 days)	REAL-ity WEEK (All staff)	Out	In
July 19-23	Monday-Friday	REAL-ity WEEK (incoming 6th graders)	In	In
July 23	Friday	REAL World LIVE (all staff, students)	In	In
July 26-30; August 2	Monday-Friday	Staff Development Week	Out	In
August 3	Tuesday	1st Day of School (All)	In	In
September 6	Monday	Labor Day Holiday	Out	Out
September 16	Thursday	Student-Led Conferences (SLCs) | 5-8pm	In	In
September 17	Friday	Student-Led Conferences (SLCs) | 8-10am; Staff Development | 12-3pm; *Founder's Day | 7-9pm*	Out	In
September 24	Saturday	APB Leadership Summit I 9am-12p	In	In
October 18-22	Monday-Friday	Fall Break	Out	Out
November 8	Monday	Veterans Day Holiday	Out	Out
November 22	Monday	Staff Day (½ day)	Out	In
November 23-26	Tuesday-Friday	Thanksgiving Holiday	Out	Out
December 1-3	OPEN (3 days)	Fall Exhibition	In	In
December 3	Saturday	APB Leadership Summit II	In	In
December 20-Jan. 1	2 weeks	Winter Break	Out	Out
January 3	Monday	Staff Development	Out	In
January 4	Tuesday	Students Return	In	In
January 17	Monday	Martin Luther King, Jr. Holiday	Out	Out
January 27	Thursday	Student-Led Conferences (5-8pm)	In	In
February 26	Saturday	APB Summit III | 9am-12p	In	In
March 14-18	Monday-Friday	Spring Break		
March 21	Monday	Staff Development	Out	In
March 22	Tuesday	Students return from Spring Break	In	In
April 8	Friday	Spring Holiday (Good Friday)	Out	Out
April 23	Saturday	APB Summit IV	In	In
May 25th	Wednesday	Last Day of School	In	In
May 26-27	Thursday-Friday	Snow Day		

Instructional Days (Students)-First Semester

Month:	July	August	September	October	November	December	Total:
# of days:	5	21	20.5	16	14	13.5	85

Instructional Days (Students)-Second Semester

Month:	January	February	March	April	May	Total:
# of days:	19	20.5	17	20.5	18	95

Total Instructional Days: 185

Teachers:

Professional Development (all-staff) Daily Opportunities

Day	Monday	Tuesday	Wednesday	Thursday	Friday
Morning Meeting Logistics	Staff Round-Up **7:00-7:15am**	Discipline Team AM Check-In **7:00-7:15am**	Grade Level AM Check-IN **7:00-7:15am**	Discipline Team AM Check-IN **7:00-7:15am**	Grade Level AM Check-IN **7:00-7:15am**
Time	All-Staff Development **3:30-5:00pm**	Academic Supports 3:30-5:00pm		Academic Support 3:30-5:00pm	

ATTACHMENT B: Student Handbook / School Forms

Rich ED Academy of Leaders

2021-2022
Student-Parent Handbook

LaShundra D. Richmond, EdS-Executive Director
Lytania S. Black-Founding Head of School

Rich ED Academy of Leaders

2021-2022
Student-Parent Handbook

LaShundra D. Richmond, EdS-Executive Director
Lytania S. Black-Founding Head of School

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The Founders Journey

I never attended an all-girl school. Truth be told, I knew they existed as private schools for privileged kids, something I definitely was not. I did attend a traditional public school. Predominantly black. Black students. Black teachers. Black neighborhoods. I attended for undergrad and Historical Black College & University (HBCU). I didn't even consider venturing out further than what had become my familiar learning space. My comfort. When I graduated with my Masters and decided to teach, I ended up in low-performing schools-predominantly made up of black students. The needs and interests of students had changed drastically since when I sat in that seat. The world from my lens had begun to change drastically too. I thought differently. I saw people differently. Even though I attended an HBCU, my classmates were beginning to be somewhat diverse, with some classes having students from all over the world. I had to learn to communicate with them. To co-exist. My professors were not representative of the majority of black students on the campus. I had to also learn how to communicate with them. It was my first stab at being immersed into other cultures and ethnic groups. Not necessarily intentionally, just who the demographics of students and faculty was changing during my tenure. I brought those experiences to the classrooms of middle and high students. I wrestled with the lack of diversity our students are exposed too. I wrestled with how to create a more culturally aware learning space when the majority of the individuals in the building looked like one another. How unfair it was going to be for these students to leave these classroom walls and experience a world so much bigger than their individual schools, neighborhoods, and communities! How would they communicate? Would they be able to make the sometimes challenging adjust? Were they confident enough in their own selves and identity to openly embrace someone else's? I realized that the current learning space didn't quite provide these opportunities.

For these adolescent girls, I began to notice the rising challenges around self-esteem, self-awareness, and confidence. Despite moving schools from year to year, I was noticing a pattern of adolescent girls not fully knowing their worth, owning their value and developing a competent and confident leaders. The girls would draw too me and I got to hear the stories of their individuals stories of struggle and stress. Again, their stories didn't come close to mine during my adolescent years. I was floored by what my ears had to repetitively hear. Settings changed, but circumstances and stories didn't vary much. What could I do? The burden I began to carry became great which later was followed by a pressing desire to do something. That burden and that pressing desire has led me to this point here-the creation of an all-girl school, not a private school, but one in the public sector. And not for "privileged" kids. But for all kids.

Leaders in the arena with whom I have partnered over the years exemplify qualities that I admire—integrity, resilience, grace, compassion, and vision. While most can agree that the mission of educating girls has never been more vital—historical events and cultural practices demonstrate that—for the foreseeable future, demanding equity for girls in the educational realm will remain a political cause, fraught in the multiple ways such causes are. And this mission, these partners, and that compelling tension are why the work draws me.

This work must be done on a local, regional, national, and global level. This work is never-ending, requiring patience, grit, and stamina. But, most critically, this work centers on girls—real girls whose lives are transformed because of the environments girls' schools provide.

For me, these girls are like the thread that William Stafford writes about in his poem, *The Way It Is*, which tells my story:

"There's a thread that you follow. It goes among things that change. But it doesn't change. People wonder about what you are pursuing. You have to explain the thread. But it is hard for others to see. While you hold it, you can't get lost."

The work of empowering girls ***is*** that "thread" Stafford describes.

Maya Angelou said it best: "*If one is lucky, a solitary fantasy can totally transform one million realities.*" If I'm lucky, my good fortune will be that my fantasy was one imagined by hundreds of others, too: #whyGirls.
Thank goodness for the girls of the world, many are following that important, unchangeable "thread," as we know this journey matters to real girls in real ways in real time.

LaShundra
RICHMOND

WELCOME FROM THE HEAD OF SCHOOL

Greetings, and Welcome to Rich ED Academy of Leaders.

Rich ED Academy of Leaders (REAL) educates hearts and minds in an inclusive community that is grounded in the values of courage, respect, integrity, and contribution and joy. We empower voice, nurture intellectual curiosity and creativity, and inspire confident leaders who serve in the world.

We draw direction and vision from our mission. We are dedicated to the individual journeys and experiences in our school. We want our girls to own their learning and ultimately forge their distinct paths in our changing world. We want our girls to recognize and harness the power of asking questions. We want our girls to feel comfortable with uncertainty, making mistakes, and taking healthy risks. All of these are indicators in what we consider a healthy and robust learning community.

Our mission asks us to graduate young women who are citizens with a strong sense of self. We empower each of our girls with the skills, spirit, and independence to inspire, innovate, and contribute to the betterment of the global world. Rich ED Academy of Leaders provides a safe and healthy environment for its students in pursuit of the school's mission.

We thank you for being apart of our family and is excited about what's to come for every girl leader, her family and the greater community. I look forward to working alongside each of you.

Sincerely,
Lytania S. Black,
Head of School

MIDDLE SCHOOL ACADEMIC PHILOSOPHY

At Rich ED Academy of Leaders, we understand that middle school is a time of significant change and growth for adolescents. Girls are developing intellectually, physically, emotionally, and socially, and REAL provides a joyful, supportive, and challenging environment to nurture their independence and voice.

In partnership with parents, REAL works to help girls grow into creative and self-confident critical thinkers. Our approach to middle school focuses on the individuality of each student in order to foster her confidence and success in and out of the classroom. An experienced and dedicated faculty supports and guides students to think, create, question, and communicate. The skills of leadership and self-advocacy, critical in twenty-first century global education, are encouraged and strengthened every day. Ever mindful of best practices, REAL's Middle School is not only a place that will provide your daughter with an innovative and relevant interdisciplinary, liberal arts academic program, but also REAL is a school where unique contributions are valued and every student's voice is heard. Our Middle School educates girls through exploratory, integrated, and challenging programs that develop lifelong learners, leaders, and contributing members of their communities.

REAL MISSION STATEMENT

Rich ED Academy of Leaders (REAL) is an educational incubator for girls that inspires them to become creative thinkers, innovators, and courageous leaders to meet the challenges of their time. As an educational incubator, REAL creates *an intentionally structured and personalized learning community for girls* where their gifts are cultivated, identities developed, and their dreams are celebrated and believed in enough to come true. Every day in our quest to achieve this mission we provide each and every girl the quality instruction and equitable support required to thrive in the 21st century. The educational program is defined by rigorous curriculum standards to ensure all students meet or exceed local, state and national academic standards. REAL focuses on enhancing the learning capabilities of all learners.

DIVERSITY STATEMENT

Believing that every child is unique and has their own individual identity and purpose; and that trust, understanding, and mutual respect lie at the heart of our community, Rich ED Academy of Leaders (REAL) is committed to creating a supportive learning environment where all individuals are valued for their unique contributions and are able to achieve their highest potential. We strongly believe that a diverse and inclusive community is the best learning environment for our girls and prepares them to live, work, and thrive in an increasingly global and multicultural community. We reject all prejudice, particularly those based on race, national and ethnic origin, religion, socioeconomic status, gender identity, sexual orientation, and physical characteristics.

PORTRAIT OF A GRADUATE

An REAL Graduate is

KNOWLEDGE & SKILLS

Content Knowledge **Ready to think, learn and grow.** We help our students master the fundamentals they need to know to succeed--and develop problem-solving and critical-thinking skills.	**Career and Life Skills** **Ready for career, ready for life.** We help our students acquire the knowledge, skills and experience they need to navigate in the world, think critically and communicate effectively. We partner with local businesses to expose students to real challenges and learn how to solve them.	**Global, Local and Digital Identity** **Ready to tackle a changing world.** We equip students with the skills they need to succeed in the future. They learn about various cultures, understand new technologies and participate in local apprenticeships.

The Graduate Profile:
Developing Students to Compete & Thrive in the 21st Century World

Leadership, Empathy and Collaboration **Ready to lead, ready to work with others.** We organize activities in teams to help students learn to work together. We also encourage students to work with partners outside the classroom, such as family members and mentors, to prepare students to both lead and collaborate.	**Creativity** **Ready to create.** We provide opportunities for our students to be creative and at the center of solutions. They tackle environmental problems and make their communities inclusive.	**Sense of Purpose and Sense of Self** **Ready to be their best.** We believe in each and every one of our students. We nurture their growth and teach them life lessons so they can recognize their full potential, whether they require extra support or a new challenge.

BEHAVIORS & DISPOSITIONS

Vision
REAL will create a community of responsible and empowered global citizens and lifelong learners in a safe learning environment of mutual respect and trust that embraces diversity, and instills respect through the provision of rigorous and technology-infused curriculum. Every student will be challenged to learn, grow and accomplish academic, social and vocational goals for the future.

Program

Learning is an active, social process.

At REAL, we believe that every girl has the potential to be an academic achiever and a leader and we “learn by doing; daily.” This firm belief in the promise and potential within each girl undergirds our resolve to offer girls an engaging and rigorous academic experience that prepares them for college completion, grounds them in civic responsibility, and positions them for successful careers in a competitive, knowledge-based global industries.
Our Program
REAL invests in a number of innovative school elements to enrich the educational experience of girls:

REAL is an all-girls school—the second single-gender, secondary public school in the state of Tennessee.
REAL's college preparatory curriculum is to prepare girls for 21st century careers and position our community to remain competitive in an increasingly complex global economy.
REAL faculty use creative teaching methods that reflect girls' specific learning styles.
Rich ED Academy of Leaders (REAL) Charter School is a bold innovation in public education where student achievement and development is based on three pillars:
Advocacy and Empowerment. The advocacy/empowerment orientation to practice is an effort to combat the socially structured alienation, isolation, and poverty of substantive content available to understand ourselves and daily life. We refer to our perspective as an approach rather than a model because we believe that the practitioner must be the creative, producing force in whatever a female student at REAL does. Where models assert both a conceptual framework and establish a set of required behaviors, we will articulate only a set of foundation principles, which serve as the premises for practice.
Social Inquiry. Social inquiry is not a "new" idea but reflects historical curriculum developments in the social sciences. Its purpose is to create knowledge (informational) and citizenship (transformational) outcomes.
Leadership Development. REAL understands that building leadership skills is a process that is cultivated by a passion for effecting positive social change. We recognize the importance of the student's participation in the development of her own leadership skills. As such, we present students with a variety of programs, organizations and opportunities that inspire them to get involved and grow into the leaders of tomorrow.
We believe that leadership is a process in which everyone has the capacity to participate. We are committed to providing a variety of hands-on experiences that teach students leadership skills, including anything from ongoing cohort experiences to one-time individual or group workshops. Whether students are looking to improve their student organization or understand how to be a leader in the lab, REAL is here to help students develop self-awareness, collaborate with others, and become engaged citizens within the community at-large.

Attendance
Attendance is critical to your student's success at REAL. Students cannot master the content and skills of our rigorous academic program without being here every day. Absences for any reason are unfavorable to learning and should be avoided. The responsibility of the student regular attendance rests with the individual and his/her parent/guardian. In effort to support our students and their families, REAL is committed to assisting parents/guardian and students with achieving our goal of 97% of daily attendance.
REAL will conduct recording and monitoring of daily attendance to the State of Tennessee Department of Education and Juvenile Court in accordance with the law. To that end, we have a very clear attendance policy.

Excused and Unexcused Absences
We realize that there are times when students will not be in school. However, REAL strongly believes that your student's education should be his or priority. REAL will only count as excused the following reasons for absence from school:
A note from a doctor explaining an illness or injury that prevents the student from attending school
A death in the immediate family or other significant family crisis (limited to three (3) days)
Religious holidays
Suspension from school
Parent written notes within 24 hours of the student return for illness. This cannot exceed more than three written notes per year.
Court dates and other appointments (with documentation).
Note: All other absences will be unexcused

The Tennessee law requires students to bring a letter of documentation from parent, guardian or medical professional when absent. To comply with state law, upon return to school, students MUST bring in a note after each day they are absent. The note must include:

- The date(s) of the absence(s)
- The reason for the absence(s)
- A phone number where a parent or guardian can be reached
- The parent/guardian signature
- Pre-Arranged Absences

Contact the attendance manager in regard to pre-arranged absences. Please note that absences have a detrimental effect on a student's accomplishments and progress, and this should be considered prior to requesting pre-arranged absences.

Opportunities for Make-up Work
Students will be given the opportunity to make up work missed due to an excused absence. It is the parent/guardian responsibility to notify the school to arrange make-up work, pick up make up packages and to ensure make up work is returned by given deadline. There will be no exception. It is the responsibility of the student, immediately upon his or her return to class from an absence, to request and complete an absentee form with any assignments or tests missed because of the absence if it is excused. Most, if not all, teachers will have regular make- up policies already in place, and students should be aware of those requirements. Remember that make-up work is the responsibility of the student. It is not the teacher's responsibility to track down students to administer make-up tests and collect homework. Also, the teacher schedules make-up work, not the student. Students will be given a deadline to submit all make-up work, tests and quizzes determined by the teacher. Assignments missed due to an unexcused absence may not be made up.

Ten (10) Day Class Attendance Policy
This policy allows a total of (10) unexcused absences accrued maximum in any one (1) course subject each semester. Student shall not exceed twenty (20) totals for the school year. If this number is exceeded, the student will receive an "F" in the subject for the semester reporting period, unless otherwise determined by the administrative team.

Exceptions to the Ten Day Class Attendance Policy
• Excused Medical Absences- verified by medical documentation
• A death in the immediate family or other significant family crisis
• Religious holidays relating to the faith of the student
• Suspension from school
• Court and other appointment with documentation provided

Attendance Guideline for Students 17 years and older
Students that accumulate fifteen (15) or more unexcused absences may result in recommendation from the school to drop student from enrollment for non-attendance. Preventive measures will be implemented as indicated in the Truancy Prevention Section Below.

Truancy
Truancy is a major violation of REAL regulations. Any student who misses school or a class without prior permission or who misses for reasons other than those outlined in the excused absence section may be considered truant.
In an effort to deter students from missing school, all truancy violations are CUMULATIVE for one school year. The parent/guardian will be notified in writing or by phone if a student is considered truant. The parent/guardian will be required to have a conference with the attendance manager and school administrator.
Students who are absent from school and DO NOT present a note signed by a parent/guardian explaining the absence to the main office to a member of the clerical staff. The student will be given an unexcused absence. Assignments given the day of the unexcused absence will result in a zero. This includes classwork, homework, and assessments. Please note that REAL will contact the Shelby County Juvenile Court Division at 616 Adams Ave. Memphis, TN 38105 when a student is suspected of being truant.

Truancy Intervention
REAL strives for student's excellence and achievement. Attendance plays a vital role in their academic success. There are three (3) categories of attendance interventions listed below. The prevention plan will be implemented daily as students will be reminded of REAL's attendance policies and expectation during morning meetings. Early Intervention will be implemented when student have (3) unexcused absences. Legal Enforcement will be implemented when we have exhausted all options of interventions.

Prevention
• Review of Attendance Policy with students during morning meetings
• Monitoring and recording data
• Resources and support provided by student support services
• Partnership with parent/guardian

Intervention
• Meeting with student
• Conduct home visits
• Referral to student support services
• Facilitate Student Attendance Review Board (SARB) Meeting with the attendance manager and appointed administrator
• Implementation of attendance intervention plan
• Interruption of driver's license and Tennessee family first benefits
• Department Child Service reporting and recommendations
• Reporting and scheduling a mandatory parent meeting with a member of the District Attorney's Office

Legal Enforcement
• Referral to Shelby County Juvenile Court at 616 Adams Ave. Memphis TN, 38105
• Referral to Department of Children Services and Department of Human Services
• Referral to the District Attorney Office

Communication and Support for Attendance
REAL is committed to student daily attendance of 90% or higher. REAL will increase student attendance by implementing a series of strategic interventions. Teachers and staff will establish relationships with every REAL student's family through at- home visits, family orientation, on-going communication with parents/guardians throughout the school year, and family events at the school. We will leverage these relationships in support of student attendance. Every time a student is absent, his/her family will be contacted as soon as attendance is taken to check on the

student's whereabouts. Any student who has an excused absence will be required to make up all the classwork and homework missed during his/her absence. School Counselors will support students in coordinating this work as needed.
We strive to work with families to support student attendance and have established a system of rewards and consequences to promote increased attendance. We publicly track attendance data in the building in the aggregate and disaggregated by grade and advisory. Advisories and grade levels meeting our goal of 90% attendance are recognized and have the opportunity to gain privileges and/or rewards, within the PBIS framework. This friendly competition helps support students' positive choices. Further, we relentlessly pursue and support students who miss school. Specifically, any student who is late or absent will serve a detention. After three unexcused absences, the Attendance Manager will meet with the student and his/her family to identify and address issues that are preventing students from attending school. Additional supports may be put in place as appropriate, such as regular telephone calls home, coordinating transportation, required attendance at Saturday school and counseling to address underlying issues. The Attendance Manager (and counselor, if appropriate) will monitor the effectiveness of these supports and make adjustments accordingly. Per Tennessee law TCA 49-6- 3007 (e) (2), students who have more than 10 unexcused absences in the academic year may be referred to the proper authorities.

Arrival and Dismissal
School Hours
Monday - Friday 8:00 AM - 3:15 PM
Students are permitted to enter the school beginning at 7:25am. Students will dismiss at 3:15 pm Monday through Friday.

Tardy to School
Tardiness to school is excused only for doctor's visits, dentist visits, late school buses or court appearances with appropriate notes from those agencies. We encourage our students to arrive on time daily as tardiness hinders student's success due to loss of instructional learning. Students who arrive to school after 8:45 a.m. must be accompanied by a parent or legal guardian and sign in at the Attendance office to obtain an admit slip to class Excessive tardiness could affect the student's attendance as three (3) unexcused tardies deems as one (1) unexcused absence. Therefore student tardiness to class is not tolerated and will be considered truant resulting in disciplinary action and can be reported to the truancy office.
After three (3) unexcused tardies, notice will be given to the student and parent/guardian by the Attendance Manager.
Starting with the third unexcused tardy, EVERY unexcused tardy will result in the student receiving a detention from the Dean of Students.
After the fifth (5) unexcused tardy during a nine-week period, a parent/legal guardian conference must be held.
After seven (7) or more unexcused tardies in a nine week, a parent/legal guardian conference will be held. Disciplinary action will be discussed and the Shelby County Juvenile Court will be involved.

Early Dismissal
Students may leave school before 3:15 PM only if they have been officially checked-out from the Main Office by a parent or legal guardian in person for emergencies only.
NO CHECKOUTS ARE ALLOWED AFTER 2:30 PM. Early dismissal from school should be avoided whenever possible. ONLY PERSONS DESIGNATED BY PARENTS/LEGAL GUARDIANS ON STUDENT DATA FORM MAY CHECK OUT A STUDENT FROM SCHOOL. Students who become ill during class MUST call parents using the classroom phone with the teacher's permission. Once the student's parent arrives the main will notify the student's classroom for the student to be dismissed. Excessive checkouts should be avoided as it affects the student's academic success and attendance. Parents/ Legal Guardians should provide reasons of early checkouts and provide a signed note stating the nature of student early leave.
Early check outs may affect the student attendance and result in disciplinary actions and reporting. Early check outs must be clearly stated and in detailed in order to be considered excused

Rich ED Academy Of Leaders | 2021–2022 School Calendar

Date	Day	Event	Students	Teachers
July 6-9; 12-15	Monday-Friday (10 days)	REAL-ity WEEK (All staff)	Out	In
July 19-23	Monday-Friday	REAL-ity WEEK (incoming 6th graders)	In	In
July 23rd	Friday	REAL World LIVE	IN	IN
July 26-30; August 2	Monday-Friday	Staff Development Week	Out	In
August 3	Tuesday	1st Day of School (All)	In	In
September 6	Monday	Labor Day Holiday	Out	Out
September 16	Thursday	Student-Led Conferences (SLCs) | 5-8pm	In	In
September 17	Friday	Student-Led Conferences (SLCs) | 8-10am; Staff Development | 12-3pm; *Founder's Day | 7-9pm*	Out	In
September 24	Saturday	APB Leadership Summit I 9am-12p	In	In
October 18-22	Monday-Friday	Fall Break	Out	Out
November 8	Monday	Veterans Day Holiday	Out	Out
November 22	Monday	Staff Day (½ day for students)	In	In
November 23-26	Tuesday-Friday	Thanksgiving Holiday	Out	Out
December 1-3	OPEN (3 days)	Fall Exhibition	In	In
December 4	Saturday	APB Leadership Summit II	In	In
December 20-Jan. 1	2 weeks	Winter Break	Out	Out
January 3	Monday	Staff Development	Out	In
January 4	Tuesday	Students Return	In	In
January 17	Monday	Martin Luther King, Jr. Holiday	Out	Out
January 27	Thursday	Student-Led Conferences (5-8pm)	In	In
February 26	Saturday	APB Summit III | 9am-12p	In	In
March 14-18	Monday-Friday	Spring Break		
March 21	Monday	Staff Development	Out	In
March 22	Tuesday	Students return from Spring Break	In	In
April 8	Friday	Spring Holiday (Good Friday)	Out	Out
April 23	Saturday	APB Summit IV | 9am-12p	In	In
May 25th	Wednesday	Last Day of School	In	In
May 26-27	Thursday-Friday	Snow Day		

Grading Policy

At REAL, students' grades will reflect their mastery of grade level skills and content. Grade point averages (GPA) will be calculated using the 4.0 scale and/or 5.0 scale (advanced placement/ honors) articulated by the TN Department of Education.

Grade Scale (7 points)
100-93 A
92- 85 B
84- 75 C
74- 70 D
69- 0 F

GPA Advanced Placement/Honors Class Quality Points
A – 5 points
B – 4 points
C – 3 points
D – 2 points
F – 0 points

GPA Class Quality Points
A – 4 points
B – 3 points
C – 2 points
D – 1 points
F – 0 points

Class Category Weights

Assessments (Formative and Summative Assessment including: weekly, midterm and 9 week exams–	40%
Class Participation (Check for Understanding including: Do Now, Exit Tickets, Extended Learning/Homework, Guided Practice, and Independent Practice) –	40 %
Experiential Learning Assignment/Project (1 per nine weeks) –	20%

REAL Graduation Requirements

REAL's graduation requirements will build on the core graduation requirements of the Tennessee State Board of Education. We will graduate well- rounded scholars who are truly prepared for the high expectations of the high-school of their choice; putting them on a path of college and/or a career.

School-Wide Rewards

- Interim Assessment Achievements (quarterly)
- PBIS Rewards (10 days)
- Honors Assembly (9 weeks)
- Perfect Attendance (9 weeks)
- Exception from Final Exams Yearly

Promotion Policies

In order to be promoted to the next grade level, students must demonstrate mastery of grade level academic standards as well as meet requirements established by REAL. Each student must:

1. Not fail two or more content areas and be promoted to the next grade
2. Earn a 70 or above in all content area classes.
3. Complete TN Common Core Assessments

Retention Policy

Despite the numerous ongoing academic supports offered by staff and teachers at REAL, we realize that some students may not demonstrate mastery of all standards in our rigorous program by the end of the year. Students who do not earn a 70 or above will have the opportunity to demonstrate mastery of the course work through additional instruction and assessment during summer school. Our goal is to provide as much preventive and ongoing support to students throughout the year in order to decrease the number of students who need summer opportunities to earn credits and promotion. Each spring, we will gauge summer school needs and develop an appropriate schedule. We anticipate that, similar to 6th grade Induction, summer school will run from 8:30 a.m.-1:00 p.m. Monday through Friday and include some advisory, as well as instruction in core academic classes.

In specific cases, when a student does not demonstrate mastery of grade level standards even after summer school, the final decision to retain a student will be made by the Head of School, with recommendations from the classroom teacher(s) and other professional staff. A team of REAL

staff, including the Head of School,, the student's advisor, the Dean of Students and other support staff and teachers, as appropriate, will develop specific support plans for students who are retained. This plan will be based on the individual student's needs, as determined by grades, performance on state assessments, behavior and attendance data, and other relevant information.

Technology and Internet Policy
REAL incorporates technology into our educational program. We expect students to use technology for educational purposes only. Student use of computers and the internet will be under supervision of REAL teachers and other school personnel.
The following are acceptable uses of technology:

- Research for school assignment, including academics, community service or college-related
- Word processing or database software for a school assignment
- Educational software program

The following are NOT acceptable uses of technology:

- Accessing material that is defamatory, pornographic, harassing, or intended for bullying
- Using the internet for any illegal activities
- Tampering with or altering the computer system
- Violating copyright laws
- Accessing social networking sites
- Using Instant Messaging or chat functions

Cell Phone and Electronics Policy
REAL strictly forbids the use of cell phones and other electronics during the school day. Students may keep their cell phone with them but the phones cannot be visible and must be turned off. They cannot be on silent or vibrate. Students may use cell phones before 7:25 a.m. and after dismissal outside of the building only. Students violating any of these rules will receive a consequence and have their cell phone confiscated. REAL is not responsible for the loss or theft of cell phones or any electronics at any time, including when confiscated.

Consequences
1st time – phone will be confiscated and given back to the student at the end of the same day.
2nd time – phone will be confiscated for three days and the parent can retrieve the phone at the end of the third day.
3rd time – phone will be confiscated until the end of the year and the parent can retrieve the phone at the end of the school year.

Rich ED Academy of Leaders Discipline Policy

REAL's School Culture and Discipline Code of Conduct for students is based on four clear, all-encompassing expectations:

Respect and follow all rules and procedures
Respect yourselves and others
Be at school on time everyday
Give maximum effort at all times

While we will have articulated rules and consequences for all aspects of the school, the essence of our discipline code is captured in these four expectations. These expectations are foundational for success, in school, in work and in life. Their simplicity allows the staff to intently focus on these and to use a common language with students and families in ensuring adherence to them.

As noted in professional development, we will provide intense training to teachers in establishing our school culture, which will ensure that teachers know what these four expectations look like in practice and how to support students in meeting them.

PBIS System
REAL offers a tiered system to provide incentives and support around academics, attendance, and behavior. This will put an emphasis on school-wide systems of support that include proactive strategies for defining, teaching, and supporting appropriate student behaviors to create positive school environments. A continuum of positive behavior support for all students within a school is implemented in areas including the classroom and non-classroom settings (such as hallways, buses, and restrooms). Positive behavior support is an application of a behaviorally-based systems approach to enhance the capacity of schools, families, and communities to design effective environments that improve the link between research-validated practices and the environments in which teaching and learning occurs. Attention is focused on creating and sustaining primary (school-wide), secondary (classroom), and tertiary (individual) systems of support that improve lifestyle results (personal, health, social, family, work, recreation) for all children and youth by making targeted behaviors less effective, efficient, and relevant, and desired behavior more functional.

Example Infractions:
• Tardy to school
• Tardy to class
• Chewing gum

• Not being prepared for class
• Not following directions
• Use of electronics
• Inappropriate language
• Eating outside of cafeteria
• Uniform violation

Classroom Discipline Hierarchy
• Minor Infractions –Talking/Voice Code Violation - Out of seat without permission – Checking, Making non-verbal noises: tapping on desk, walls, or chair. Eating during class without permission, off task during lesson.
• Major Infractions – Verbal refusal to follow directions - Repeated nonverbal refusal – Disrespect/Inappropriate response (Such as a negative reaction to mark or low level disrespect: "I don't care!", slamming doors, hitting the desk, pushing stuff off of desk) - Cursing/Profanity - Refusing to participate in class - Throwing an item at another student
- Walking out of class or Refuse to enter class.
• Automatic Referral to Admin – behaviors that significantly disruptive the learning environment for students. These behaviors will result in a parent conference, detention, or a suspension. Profanity at school personnel - Repeated verbal refusal to follow directions - Repeated disrespect/ inappropriate response – Fighting - Verbal or Written threat - Pattern of Bullying or intimidation.

School-wide Classroom Discipline Hierarchy:
1. Precise directions (Clear What to Do) and positively narrate.
2. 1=Redirection
3. 2= Verbal Warning
4. 3= Change of venue / Reflection
5. 4= Notify the student that you will making a phone call to parent. Teachers must keep a phone log and will submit copies of the phone log bi-weekly to your Academy Director and Academy level Dean.
6. 5= Buzz - Code 1 - Write a referral and give it to the dean when they arrive. Phone call to parent (Mandatory and log into your phone log)

Code of Conduct
When the Code of Conduct Applies:
The Student Code of Conduct applies to all Rich ED students at all times whenever a student's conduct is reasonably related to school or school activities. This includes:

- On school grounds before, during, and after school hours.
- At any other time when the school is being used by a school group.
- Off school grounds at a school activity, function, or event.
- Traveling to or from school, a school activity, or a school related function.
- Whenever a RichEd student is in a capacity representing his or her school.
- On a school bus, in a school sponsored vehicle, or a MATA bus when traveling to and from school.

Code of Conduct Levels
Rich ED has arranged the Student Code of Conduct based on the seriousness of the offense. Level 1 offenses are the least serious offenses and Level 5 offenses are the most serious offenses. RichEd will support students by putting interventions in place to help the student succeed.

- Level 1 Offenses (uniform violations, class cutting, and possession of cellular phone)
- Level 2 Offenses (defiance, insubordination, gambling, and abusive language)
- Level 3 Offenses (trespassing, fighting, and misuse of technology)
- Level 4 Offenses (threats, bullying, sexual harassment, and theft over $500.00)
- Level 5 Offenses (assault, possession of illegal drugs, possession of a firearm)

Zero Tolerance offenses are specific acts committed by students that require mandatory expulsion for one calendar year under the Tennessee State law.

Hierarchy of Consequences
Students who earn more than three detentions in a week will serve an in-school suspension. During which they will complete a Behavior Reflection that requires the student to reflect on ways in which their behavior contradicted the values of DRIVE, as well as complete academic work. Students will also complete one or more school enhancement projects during their suspension.
Parents/Guardians of students that struggle to meet behavioral expectations, and have multiple detentions/in-house suspensions will be contacted by an administrator. A meeting will take place including the student, the student's parent/legal guardian, school counselor, Head of School and the Dean of Students, to discuss implementation of a Behavior Intervention Plan (BIP) for the student.

Additional Infractions
While consequences will be issued for minor behavioral infractions, more serious consequences will be administered for behaviors including (but not limited to) the following:

- Disrespect, defiance and/or disruptions of learning. REAL will not tolerate disrespectful behavior towards staff, guests or other students. Behaviors that prevent other members of the community from pursuing their education (such as repeated talking or deliberately distracting other students during class) are considered disruptions of learning.
- Safety violation. This includes pushing, fighting, threatening or other violent behavior.
- Integrity violation. This includes telling a lie, misrepresenting or compromising their integrity in any other way.
- Unprofessional contact. This includes touching, groping, kissing or other displays of affection.
- Attendance violations. Students are required to attend all scheduled classes and events on time. REAL has a closed campus. Students should not go beyond the specified limits of the school grounds without an approved chaperone or the express permission of an administrator. Students who are not present in school may not attend school- sponsored activities after school on that day.
- Cheating and/or plagiarism. Cheating and plagiarism represent breaches of community integrity and trust. REAL defines cheating as conversing with another student during a graded assessment/assignment, copying or attempting to copy the work of another student, or using/attempting to use materials other than those allowed during an assessment/assignment. REAL also considers the act of giving answers or one's work to another student as cheating. Plagiarism is defined as representing the work of another as one's own.
- Property violations. The theft, destruction, or defacement of school or private property constitutes violations of state law and jeopardizes the integrity of the school community.
- Inappropriate behavior on the bus. All school rules and expectations are in effect as students travel to and from school on the bus. This includes travel to and from sport events and field trips.
- Harassment. REAL is committed to maintaining a school environment free of harassment based on race, color, religion, national origin, age, gender, sexual orientation or disability.
- Bullying. REAL strictly prohibits bullying. Bullying may include conduct such as physical intimidation or assault; oral or written threats; teasing; putdowns; name-calling; stalking; threatening looks, gestures, or actions; cruel rumors; false accusations; cyber-bullying; and social isolation. It may also involve extortion, by which a student is intimidated into taking an action against his/her will.
- Alcohol, controlled substances, and tobacco. The sale, transfer, use or possession of alcohol and controlled substances at school or school-related functions is prohibited. Presence at school or school-related events while under the influence or emitting the odor of alcohol or controlled substances is also prohibited. Smoking or other possession or use of tobacco on school grounds is prohibited.
- Weapons. The possession of a dangerous weapon at school or school-related event, including (but not limited to) a gun or a knife, is prohibited.

Student Responsibility
We all share the responsibility for a safe, positive learning environment.Students who have knowledge about serious disciplinary infractions or potentially serious disciplinary infractions must contact a teacher or administrator. These infractions include (but are not limited to) cheating, property violations, harassment, acts or threats of violence or aggression, alcohol, controlled substances or tobacco, and weapons. Failure to contact a teacher or administrator may result in disciplinary action.

Suspension and Expulsion
If students persist with inappropriate behavior or if the inappropriate behavior is of a serious nature, the student may be suspended from school. The purpose of a suspension is to remove a student from the classroom, provide a warning that unacceptable behavior must change, and allow a student an opportunity to reflect on the seriousness of his/her actions. Suspensions carry academic consequences and create a permanent record of the incident in the student's file.

School leadership may suspend any student (in or out of school) for up to 10 school days for serious cause, including (but not limited to): defiance of authority, disregard or disobedience of school rules and regulations, verbal abuse of adults or students, disruptive or disorderly behavior, violent or threatening behavior, bullying or harassing conduct, hazing, fighting, intoxication, possession of tobacco or controlled substances, destruction or theft of school property or personal property, truancy, persistent absenteeism that is not due to certifiable medical illness or disability, and persistent tardiness.

In cases of suspension, school officials will present the student with the reasons for suspension and provide the student with an informal opportunity to respond to the incident to the suspension. The parent/legal guardian will be notified within 24 hours of the behavior problem and the corrective measures taken.
The parent/legal guardian of the suspended student will also be invited to attend a readmission conference with the student and a school administrator.
If the suspension is for more than five days, the Head of School and Dean of Students will develop and implement a plan for improving the behavior through the schools PBIS model.
*IEP meetings will be held for students with disabilities.

Alternative Education during Suspension/In School Suspension
In accordance with Tennessee Code Ann. §49-6-3401, students given an in- school suspension from classes for more than one day will be placed with similarly disciplined students and will have access to the curriculum and required to complete academic work. School leadership at REAL will coordinate with classroom teachers to ensure that students receive appropriate instruction and support in completing their academic work. In-school suspension will be overseen by REAL's In-school Suspension Coordinator.

Long-Term Suspension and Expulsion

School leadership may recommend suspension for more than 10 days and/or expulsion of a student to the Principal or LEA for serious infractions, including (but not limited to): defiance of authority, repeated disregard or disobedience of school rules, verbal threat of abuse to adults or students, disruptive or disorderly behavior, bullying or harassing conduct, hazing, violent or threatening behavior, fighting, destruction or theft of school property or personal property, truancy, assault of school personnel, possession of a weapon on campus, participation in gang related activity on campus, possession of firearms or other dangerous weapons, possession of controlled substances. In cases in which the student has committed a crime or violation of local, state or federal law, law enforcement authorities will be notified.

The parent/legal guardian and student will be notified in writing within 48 hours of the intent to suspend for more than 10 school days or expel the student and of the right to appeal the decision. REAL will also provide written notice to parents/legal guardians of the time and place of a discipline hearing, which within five to ten days after the beginning of the suspension. The hearing must include the student, the school staff who determined the suspension, the parent/legal guardian and the Director of Student support. The hearing authority may affirm or overturn the decision of school leadership.

Discipline and Enrollment

REAL follows state law and Shelby County Schools (SCS) guidelines in enrolling students with outstanding disciplinary actions issues by the home LEA. These allow LEAs discretion as to whether to honor an outstanding suspension or expulsion and not immediately enroll a student. In making these decisions, REAL will utilize the following guidelines:

REAL will require a student's report card from the previous academic year in order for a student to register. This represents the most reliable way to determine if a student has an outstanding suspension or expulsion.

REAL will review the home LEA list from SCS which identifies students who have outstanding disciplinary actions.

If REAL determines that a student has a previous disciplinary issue, school leadership will contact the administrator of the student's previous school to learn of the circumstances surrounding the disciplinary action. REAL will not deny enrollment to a student if an appropriate, comprehensive analysis has not been conducted.

REAL school leadership will meet with the student and the parent/legal guardian to discuss the outcome and behavior expectations.

REAL school leadership will coordinate with the SCS Student Information Manager to determine how to account for the student in state reporting.

Discipline and Students with Disabilities

Students with disabilities are included at Rich ED Academy of Leaders. Consequences for offenses directed toward students with disabilities reflect the severity or repetition of the offense. It is imperative that school personnel be aware of which students are classified as disabled under either IDEA or Section 504. A student with a disability shall not be removed from school for more than ten days before a Manifestation Determination is convened to determine whether the student's offense was caused by his/her disability or not.

At the initial IEP team meeting or annual review, plans are established which address behavior management as well as academic and vocational skills. The student's IEP reflects expected behaviors, objectives to modify behavior, and pre-established consequences when appropriate. A written record is kept of all discussions and disciplinary actions taken. Whenever possible, suspension or expulsion is the last action used. It is recommended that lesser consequences such as classroom hierarchy discipline procedures, detention, supervised study, on-site intervention, etc. be used before resorting to suspensions. It is important that the IEP team includes an instructional component designed to teach the student skills such as anger management, conflict resolution, showing respect to others, and effective communication designed to prevent future misbehavior. When there is no relationship between a child's behavior and his/her disability, the student can be suspended or expelled according to normal school board policy; however, educational services are continued by a member of the IEP team to the extent required.

DISCIPLINING STUDENTS WITH DISABILITIES

Due Process

Students with disabilities must be given the same due process protections as students without disabilities including but not limited to oral or written notice of the charges, presentation and explanation of existing evidence, the opportunity to present his or her written or oral statement, notice, and a hearing if needed.

Short Term Removals and Suspensions

Short Term Removals

Short term removals include sending a child to the principal's office, classroom changes, period of cooling-off, after school detentions, etc. These removals are not considered days of suspension.

Suspensions of 10 Days or - Less

Schools are free to suspend students with disabilities from school for up to 10 cumulative days in a school year, so long as the removals do not constitute a change of placement (suspension over 10 cumulative days or a series of shorter suspensions that total over 10 days). During the course of these short term suspensions, there is no duty to provide services, hold prior or follow up IEP meetings, or conduct manifestation reviews.

In-School Suspensions
Days that students are placed in in-school suspension do not count towards the 10 cumulative day total so long as students have the opportunity to progress in the general curriculum, continue to receive IEP services, and continue to participate with non-disabled children to the same extent they would have in their current placement. Partial days may or may not be counted in calculating the 10 cumulative days depending on the time in which the student was placed in this setting.

Bus Suspensions
Bus suspensions are counted towards the 10 cumulative days of suspension if transportation is included on the student's IEP, unless the school provides alternative transportation. If the student receives general education transportation services and the service is not included on the student's IEP, days of bus suspensions are not counted towards the 10 cumulative days.

Long term Removals and Changes of Placement

Removals for More than 10 Days
When suspensions exceed 10 cumulative school days, schools are required to hold a manifestation determination meeting and provide the student with educational services until a change of placement made. Manifestation determination review meetings can be held after 24 hour notice to parents pursuant to Tennessee Rules of State Board of Education (0520-01- 09- .15: Parent Participation)

On and After 11th Day
Services provided must enable the child to continue participating in the general education curriculum, although possible in another setting, and to progress toward meeting IEP goals and objectives. The IEP team has the duty to provide or review functional behavioral assessments and behavioral intervention plans and develop IEP goals, objectives, and modifications designed to prevent the behavior from recurring.

Manifestation Determinations

Standard of Review
The IEP Team must review all relevant information including evaluation results, observations of the child, the student's IEP and placement, medical information, report cards, and other relevant information supplied by the parents of the child, and determine the following:
If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability.
If the conduct in question was the direct result of the local educational agency's failure to implement the IEP and/or BIP. IEP Teams must use the state's Manifestation Determination Worksheet and Instructional Guidance found on the main page of EasyIEP when determining whether a behavior is a manifestation of the student's disability.

Manifestation Review Team
Members include a school administrator, the parent, and other relevant members of the IEP Team (as determined by the parent and school).
Conduct is Not a Manifestation of the Student's Disability
If the team determines that the child's conduct is not a manifestation of the disability, the child can be disciplined the same as students who do not have disabilities; however, the student MUST continue to receive special education and related services and the ability to progress in the general education curriculum during the period of removal.

Conduct is a Manifestation of the Student's Disability
If the team determines that the behavior is a manifestation of the student's disability, the student may not be suspended beyond the 10 allowable days. The student must be returned to the placement from which he or she was removed unless the parents and school agree to a change of placement. The school must address the child's behavior through a functional behavior assessment and/or a behavior intervention plan. This provision does not apply to the special exceptions listed below.

Special Exceptions
School personnel may remove students to an interim alternative educational setting for not more than 45 school days without regard to whether the behavior is determined to be a manifestation of the child's disability in cases where a child:

- Carries or possesses a weapon at school, on school premises, or at a school function;
- Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, in route to school, or a school function.
- Inflicts serious bodily injury on another person while on the way to school, at school, at a school function or on the way home.

(The decision to remove a student in these situations must be made after a manifestation determination review has been completed.)

Discipline of Unidentified Children
Schools are deemed to have knowledge that a student has a disability and is entitled to discipline protections when:

- Parents of the child expressed concern in writing to school officials or to a teacher that the child was in special education at REAL or another school the previous year.
- Parents requested an evaluation
- Teacher or other school personnel expressed concerns about a pattern of behavior to a school official.

- Schools are not deemed to have had knowledge if:
- The child was evaluated and determined ineligible
- A referral was made and parents refused evaluation or services.
- When a child is unidentified but entitled to discipline protections, manifestation determination reviews are required.

Bus Rider Policy (field trips and athletic events)
Behavior requirements on school buses shall be the same as behavior requirements in the classroom and Durham bus services except that orderly conversation will be permitted. The driver shall report to an administrator any misconduct that could injure or cause injury to any pupil riding the bus. The administration shall decide the action to be taken. School bus suspensions will be based on RichEd Student Code of Conduct. Repeated school bus violations may result in a school consequence and/or termination of bus riding privileges.

Communication Policy

Communication Plan
We will be utilizing Tuesdays and Thursdays to contact parents and family members regarding both positive and negative student behavior. Communications to families may include:

- Phone calls to parents
- School/community/faith based newsletters
- Phone Tree (Automated)
- Flyers
- Progress Reports/Character Reports
- Report cards
- Email
- Parent Connect
- ROBO Calls

Communications to staff may include:

- Phone Tree (Dial Out)
- Newsletter/Calendar (monthly-yearly)
- Flyers
- Email daily/weekly
- Parent connect
- Dial out system/phone tree
- Intercom Policy
- Policy for staff cell phones
- Policy for using classroom phones

Emergency Policy

Emergency Procedures
All teachers and staff are trained on proper emergency procedures. In the event of an emergency such as a fire, tornado, earthquake, and or a lock down scenario teachers will direct students to the proper predetermined area quickly and silently with his/her roll book and call the roll. Drills are conducted periodically throughout the year to ensure that everyone is prepared in case of an actual occurrence of an emergency.

Inclement Weather Policy
In cases of snow, ice, or hazardous conditions at REAL the executive director of REAL and the administrative team at REAL will make a decision to close or open school for the day. In most cases we will follow the Shelby County Schools decision. Follow your local news for any updates.

Parent and Community Grievance Policy
Here at REAL all students will be treated fairly and given a quality education according to the REAL's mission and vision. If any student, parent, or community member has any grievances toward Rich ED Academy of Leaders please contact LaShundra Richmond, Founder and Executive Director, to resolve any issues at (901) 231-5216.

Student Compact

Rich ED Academy of Leaders (REAL) has adopted rules for student conduct in order to promote safety and to protect the learning environment. Students are expected to exhibit acceptable behavior at all times while in school, on school property, traveling to or from school or activities, and at all school activities. A student's behavior outside of school and school activities is also of concern to the school when that behavior has a substantial effect on the school community. Students are free to express their individuality and are encouraged to do so as long as their conduct does not infringe upon the rights of others. Students who fail to respect the rights of others or who interfere with or disrupt the educational process will face disciplinary measures.

Students are entitled to be treated fairly, with dignity and respect. Discipline should be treated as a teaching and learning experience for students. When a student is accused of violating a behavioral standard, the student is entitled to:

- Explanation of the standards
- Description of the facts that cause school personnel to believe the student has violated the standard
- Opportunity to correct any factual misperceptions and to explain the student's behavior.
- The assignment of consequences begins with the teacher. Students who fail to fulfill teacher assigned consequences are referred to the administration. Teachers will contact parents to discuss behavior problems prior to referring students to an administrator, except when a severe violation of school rules requires immediate referral.

NON-DISCRIMINATION
(Policies #1009)

Student Rights and Responsibilities
The privileges and rights of all students shall be guaranteed without regard to race, color, religion, sex, creed, age, handicap, disability, or national origin.
Students may exercise their right to freedom of expression through lawful means.
The exercise of this right may not interfere with the rights of others.
Freedom of expression may not be utilized to present material, which tends to be obscene, slanderous, or to defame character, or to advocate violation of federal, state, and local laws, or official school policies, rules, and regulations.

Title VI of the Civil Rights Act of 1964
Title IX of the Education Amendments of 1972
Section 504 of the Rehabilitation Act of 1973
Individuals with Disabilities Act of 2004
Title II of the Americans with Disabilities Act of 1990

VISITORS TO SCHOOLS

Except on occasions such as school programs, athletic events, open house and similar events at which the general public is invited, all persons with the exception of school district personnel and students entering the school buildings or school grounds at which they are enrolled are prohibited from entering any school building or school grounds unless they have first reported to the school office and been granted permission to enter the school building or school grounds by the school principal or his/her designee. The principal or his/her designee has the authority to exclude from the school premises any persons disrupting the educational programs in the classroom or in the school, disturbing the staff or students on the premises, or on the premises for the purpose of committing an illegal act. To see policy in its entirety please visit http://www.scsk12.org/uf/policy/

CHILD CUSTODY/PARENTAL ACCESS
(POLICY #6058)

Shelby County Schools requires students to be enrolled in and registered for school by their custodial parent or legal guardian or a person who provides the school with written permission from the custodial parent/legal guardian to register the student (see policy on School Admissions – 6002) via Shelby County Schools (SCS), www.scsk12.org.

Unless a Tennessee court specifies otherwise, the custodial parent or legal guardian shall be the one whom the district holds responsible for the education and welfare of that student.

Parents and/or legal guardians shall have the right to receive information contained in school records concerning their minor child. However, the personal information of a custodial parent and/or legal guardian shall not be released to a non-custodial parent with the child's education record.

The board, unless informed otherwise, assumes there are no restrictions regarding the non-custodial parent's rights to be kept informed of the student's progress and activities. If restrictions are made relative to the rights of the non-custodial parent, the custodial parent and/or legal guardian shall be requested to submit a certified copy of the court order which curtails these specific rights.

Unless there are specific court-imposed restrictions, the non-custodial parent, upon
request, shall be granted reasonable access to the student at the school and shall be given access to all the student's educational records including, but not limited to, the student's cumulative file and the student's special education file, if applicable.

No principal or teacher shall permit a change in the physical custody of a student at school unless:

- The person seeking custody of the student presents the school official with a certified copy of a valid court order from a Tennessee court designating the person who has custody of the student; and
- The person seeking custody shall give the school official reasonable advance notice of his/her intent to take custody of the child at school.

Rich ED Academy of Leaders
Family Engagement Plan
2021–2022

REAL encourages parental involvement in the educational process and has established an expectation for parental involvement at our school. In order to promote student success, our parents will work with the school by acting as advisors, resource persons, and coordinators in the following ways:

- Become school advocates and offer support.
- Utilize their talents and /or resources to enhance the instructional programs at our school.
- Become active members of the REAL Academy PTSA and join booster clubs when appropriate.
- Respond to questionnaires, surveys, and memos expressing thoughts, suggestions, and concerns.
- Attend school events and serve as advisors to various organizations.

To ensure that our parents participate in the development and implementation of our school's program, we will do the following:

1. Inform parents of their rights to be involved in their child's education.
2. Encourage parental involvement in an organized, on-going, and timely way in the planning, reviewing, and improvement of programs for family engagement.
3. Provide flexible times for our parents to attend parent meetings, with opportunities to attend regular meetings at night and alternate meetings in the morning of that same week.
4. Provide parents training that will support our students' education.
5. Jointly develop with parents a school/parent compact showing how parents, schools, and students have shared responsibilities, by distributing and acquire appropriate signatures of all stakeholders (parents, students, and teachers).
6. Encourage parents to visit our school regularly.
7. Support our Parent/Teacher/Student Association as they conduct regular meetings each month.
8. Parents will serve on the Family Engagement Plan Committee, and the document created will be presented to parents for input and approval before distribution to REAL families and the community.
9. Provide access to community and support services.
10. Develop programs that enable parents to actively participate in their child's education.
11. Provide training to staff to promote parental involvement.
12. Provide timely information about programs under family engagement through Parent Link, Power-School, Finalsite, flyers, Teacher websites, PTSA Website, REAL's Website, REAL's marquee, and REAL Newsletter articles.

Note: Parent can also mean a guardian or person who has custody of the child, or it may refer to an individual who has care giving authority.

TITLE I PARENTAL INVOLVEMENT
Shelby County Board of Education
5010
Issued Date: 08/26/10
Revised: 07/27/11
SCS Title I Parental Involvement

The Shelby County Board of Education recognizes and encourages the involvement of parents at the school and district level. As a school district, we recognize that parents are key stakeholders and serve as partners in the academic achievement of all students to meet or exceed No Child Left Behind proficiency standards.

The SCS parental involvement policy includes input from parents, community members, school and district personnel. The purpose of this policy is to comply with all pertinent mandates of state and federal regulatory standards which require that all parents have access to various levels and types of parental involvement activities with no person excluded based on race, religion,
creed, gender, socio-economic status, physical impairment or age. Each SCS school that is served by Title I of the Elementary and Secondary Education Act
shall:

- Offer opportunities for parents to provide input and participate in meaningful consultation in the planning, design and implementation of the Title I Program.
- Offer district level administrators, local school administrators and teachers formal training to increase knowledge and skills in working with families of children receiving Title I services.
- Conduct an annual meeting at flexible times with parents to discuss the school's participation in Title I programs such as Free and Reduced Lunch, Migrant Education, SES, Public School Choice, and other offerings.
- Provide parents of participating children with explanation of district curriculum, students' assessments and reports, and accurate explanations of their child's progress.
- Provide multiple opportunities for parents to provide input for developing and revising policies relating to parent involvement, including the use of school and district level
- Parent Involvement funds, and on policies at the school level. Parents will also be asked to share suggestions for improving target participation in student learning. Formal parent complaints concerning school plans will be submitted to the school district when the school makes the plan available publicly.
- Develop a school-parent compact that outlines how parents, the entire school staff and
- students will share the responsibility for improved student achievement and the means by which the school and parents will build and develop a partnership to help children achieve high standards.
- Conduct, with the involvement of parents and community members, an annual evaluation of the content and effectiveness of the school parent involvement policy, including identification of barriers to greater participation by parents of diverse backgrounds. Findings will be utilized to design additional effective strategies for parental involvement.
- Allow parents of students receiving Title I service to participate in deciding how Title I funds for family engagement activities are allotted.
- Provide information such as parent letters, newsletters, and website documentation concerning programs or activities in a language that all parents understand.
- Provide parents, community members, and school stakeholders a copy of this Parental Involvement Policy in a timely manner.

Building Capacity for Parental Involvement
To ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, each SCS school that is served by Title I of the Elementary and Secondary Act and SCS as a whole -shall provide assistance to parents of children served by the school or local education agency, as appropriate, in understanding such topics as the State's academic content standards and State student academic achievement standards, State and local academic assessments, the requirements of 20 U.S.C.A., § 6318, and how to monitor a child's progress and work with educations to improve the achievement of their children:

- shall provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology, as appropriate, to foster parental involvement;
- shall educate teachers, pupil services personnel, principals, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school;
- shall, to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, the Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children;
- shall ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand;

- shall involve parents in the development of training for teachers, principals and other educators to improve the effectiveness of such training;
- shall involve parents in developing, implementing and evaluating the District-wide Parental Involvement Plan. Strategies and activities of the District-wide Parental Involvement Plan shall be incorporated into the Tennessee Comprehensive System-wide Planning Process;
- shall encourage and support the development and experience of active PTA/PTSA organizations to attend parent school meetings each month to discuss school accomplishments, concerns and needs; and
- shall offer parents opportunities to participate in training sessions addressing state academic and content standards, state/local assessments, monitoring students' progress, literacy program opportunities, home learning activities to strengthen their child's reading and math skills, use of the internet to access information about their child's progress, parental rights under No Child Left Behind, understanding child development, effective volunteer participation, parent leadership, parent organization involvement, High School Redesign, public school choice options, community services, pre-school/ Head Start programs, adult education programs and community education programs.

Shared Responsibilities for Supporting Student Success for Every Child

SCS will continue to support and be responsible for successful student achievement in Title I schools by jointly developing, with parents and other school stakeholders, a school-parent compact that outlines expectations and responsibilities of all stakeholders. The compact will identify the shared responsibility to improve student academic achievement. School-parent compact shall:

- Describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children served by Title I of the Elementary and Secondary Act to meet the State's student academic achievement standards, and the ways in which each parent will be responsible for supporting their children's learning, such as monitoring attendance, homework completion and television watching; volunteering in their child's classroom; and participating, as appropriate, in decisions relating to the education of their children and positive use of extracurricular time; and
- Address the importance of communication between teachers and parents on an ongoing basis through, at a minimum --parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as the compact relates to the individual child's achievement;

A. frequent reports to parents on their children's progress; and
B. reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities.

Provide that parents are invited and encouraged to participate in developing the Tennessee Comprehensive System-wide Planning Process.

Accessibility to All Families

SCS will continue to be accessible for all families being served Title I schools by:

- Providing opportunities for the participation of parents with limited English proficiency, parents with disabilities and parents of migratory children.
- Providing school environments that are welcoming, informative and providing schools reports and/or displays in a language that parents can understand.
- Providing invitations to parent meetings and/or workshops that are presented in an understandable language. Such meetings and workshops shall be conducted at varied times and dates throughout the school year, and notification will be sent in a timely manner.
- Providing transportation, childcare and translators for parent involvement activities where applicable and where/if funds permit.

ATTACHMENT C: Student Discipline Policy

School Discipline Policy

I. PURPOSE

To support positive student behavior and, when appropriate, apply reasoned discipline.

II. SCOPE

This policy applies to students in all programs of the Shelby County Schools and shall be in force for all school facilities, school property, school buses, and school-sponsored/sanctioned activities.

III. POLICY STATEMENT

The District establishes the Shelby County Schools Student Code of Conduct to provide a sample of unacceptable student behaviors and a related sample of disciplinary actions.

The Code of Conduct and any revisions shall be approved and adopted by the Destiny House Board as the student discipline policy of the school.

Rich ED Academy of Leaders accepts the responsibility for establishing and maintaining proper standards of discipline and behavior in the public schools. In order to maintain good order and insure an environment conducive to learning, the school considers behavior or conduct occurring on school property or at any school sponsored activity occurring off school property, which interferes with the above to be offenses.

IV. RESPONSIBILITY

Principals and their designees shall be responsible for enforcing the rules of student conduct in accordance with the administrative rules and regulations accompanying this policy and the district-wide Student Code of Conduct accompanying this policy.

PREVENTION AND INTERVENTION STRATEGIES

The District shall develop and communicate a comprehensive prevention and intervention program. The program shall include a parental engagement component outlining strategies for parents to support the prevention of inappropriate and/or disruptive behavior in their children and participate in intervention efforts if such behavior occurs.

DISCIPLINARY MEASURES

Several disciplinary measures may be employed to support acceptable student behavior. Disciplinary measures include confiscation of items, loss of privileges, before/after school detention/Saturday school, suspension from the bus, in-school suspension, out-of-school suspension, expulsion, and remand/alternative placement.

With the exception of privileges restricted by the principal, suspension from the bus and confiscation of items, schools shall not impose multiple disciplinary measures on a student for a single offense or violation of the Code of Conduct. The principal may restrict activities for students who accumulate a certain number of suspensions. Activities that may be restricted by the principal and the actions that may place students on restriction shall be communicated to students and parents by the principal.

A. Confiscation of Items and/or Loss of Privileges

Confiscation of Items

“Confiscated items” include beepers, telephone pagers, laser pointers, and cellular phones, prohibited electronic devices, and any other item prohibited by the District. Unless the District extends the return time of confiscated items because the item or its contents may be evidence of violation of law or policy, the parent may pick up the item at a the time and location designated by the principal at the close of the next school day following the day that the parent received notification of confiscation or earlier at the principal’s discretion. Thereafter, the parent may pick up the device by appointment. The district does not take responsibility for confiscated items and will not compensate the owner for any lost, stolen, or damaged confiscated items while in the custody of the district.

Loss of Privileges

Students may lose privileges including, but not limited to, the following:

- Loss of classroom privileges
- Loss of parking privileges
- Loss of extracurricular/athletic or other school-wide privileges
- Privileges Restricted by the Principal

B. Before/After School Detention/Saturday School - Students may be detained before or after the school day or required to attend Saturday school as a means of disciplinary action. The following guidelines shall be followed:

The student will be given at least one (1) full day of notice before detention/Saturday school.

Parents/guardians will be informed before detention/Saturday school takes place.

Students will be under supervision of certified staff members.

Detention will not exceed 45 minutes after the official closing of the school day but may be administered several days in succession. Teachers must have the approval of the principal before issuing detention or requiring a student to attend Saturday school.

Students riding school buses will be provided an alternative to detention, or with agreement of the parents, go to detention at a later date.

Students with religious exemptions to Saturday school shall be provided with an alternative disciplinary option.

C. Out-of-School Suspension – Out-of-school suspensions vary in length from zero (0) to ten (10) days. It is not the intent of the system to remove students from the school society for first-time or for minor violations. Therefore, suspension from school should be used with caution and only in

D. In-School Suspension - The in-school suspension program includes a behavior management component that teaches students skills to improve their behavior and make good choices while allowing students the opportunity to complete their regular classroom assignments in an isolated environment. The principal, including vice/assistant principal, has sole discretion to issue in- school suspensions. The principal, including assistant principal, has sole discretion to issue out-of-school suspensions from zero (0) to ten (10) days.

1. A behavioral intervention plan shall be developed for students who accumulate more than five days of suspensions during the school year.

2. Multiple suspensions shall not run consecutively; nor shall multiple suspensions be applied to avoid expulsion from school.

Reasonable effort shall be made to contact the parent/guardian immediately regarding any suspension. If contact with the parent/guardian cannot be made, the student will remain at school until dismissal time except in cases of police arrest or an emergency, such as when the student's continued presence poses a danger to persons or property in the school or an ongoing threat of disrupting the academic process. Students on suspension must not be permitted to set foot on school property, attend class, take exams, or participate in school-sponsored activities while under suspension, unless otherwise allowed by law and/or Board policy (see TCA 49-6-3401(d) and the policy on Alternative Schools).

E. Expulsion - Expulsions vary in length from eleven (11) days to the remainder of the school year or one (1) calendar year for state-mandated expulsions. (Any single suspension in excess of 10 consecutive days or multiple suspensions totaling 15 days in one month is an expulsion.) The principal may issue expulsions subject to student legal due process rights regarding appeals of expulsions (suspension of more than ten (10) days) and in accordance with the district-wide Student Code of Conduct. The Superintendent may modify a state-mandated one-year expulsion on a case-by- case basis.

When the student's infraction involves a substantive threat of harm or possession of a weapon, the student shall be referred for threat assessment and the parents will be informed that the case is being held under advisement pending outcome of the threat assessment. Threat assessment findings will be utilized by the department responsible for student services in adjudicating these cases and in making appropriate placement recommendations to ensure the safety of the student and others.

F. Suspension From the School/MATA Bus – Except where prohibited by law, students who engage in bus-related misconduct may be suspended from riding the school or MATA bus to and from school. Decisions involving temporary/ permanent removal from school bus or MATA bus ridership will be made by the principal. In such cases, the student would typically continue his/her school assignment, but he/she would have to find another means of transportation. Truancy laws would still be in effect. Additional disciplinary actions may also apply when bus-related misconduct involves a violation of the Student Code of Conduct.

A student receiving special education services shall not be suspended from school/Mata bus transportation if transportation services are required under the student's Individual Education Plan (IEP).

G. Motor Vehicle or Permit License Revocation – In accordance with state law, any student fifteen (15) years of age or older who becomes academically deficient or deficient in attendance shall be reported to the Department of Safety for motor vehicle or permit license revocation.

A student shall be deemed academically deficient if he/she has not received passing grades in at least three (3) full unit subjects or their equivalency at the end of semester grading.

A student shall be deemed deficient in attendance when he/she drops out of school or has ten (10) consecutive or fifteen (15) days total unexcused absences during a single semester., unless the absences are due to transfer or are beyond the student's control. The Superintendent (designee), with the assistance of the attendance teacher and any other staff or school personnel, shall be the sole judge of whether unexcused absences are due to circumstances beyond the student's control. Suspensions shall be considered unexcused absences. Suspension, expulsion or confinement in a correctional institution shall not constitute a circumstance beyond the control of a student.

A copy of the notice sent to the Department of Safety by school personnel shall also be mailed to the student's parent or guardian.

REPORTING PROCEDURES

Mandatory reportable criminal offenses shall be reported in accordance with state law and Board policy (see 7005 Mandatory Police Reporting). The principal shall consult with department responsible for security when determining whether local law enforcement should be contacted regarding any violation of the Code of Conduct that does not require mandatory reporting to law enforcement or other agency. For reporting discrimination and sexual harassment, any student or parent/legal guardian who believes s/he is experiencing student-to-student discrimination or sexual harassment shall report such circumstances to a teacher, counselor, or principal immediately. If the report is made to a teacher or counselor, s/he must notify the principal immediately.

SPECIAL EDUCATION CONSIDERATIONS

Students who also qualify for special education services determined to have violated this policy may be suspended, expelled, or remanded or otherwise disciplined only in accordance with special education laws and policies. For zero tolerance offenses, remand of students who qualify for special education services must be based on recommendation of the IEP team.

Unless a disciplinary infraction is the direct result of a child's disability, the child will be disciplined in the same manner as a nondisabled child. The district, parent/guardian, and relevant members of the IEP team shall review all relevant information to determine:

a. if the conduct was a direct result of the district's failure to implement the IEP; and/or

b. if the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability.

Serious safety issues involving weapons, drugs, or inflicting serious bodily injury upon another person while at school, on school premises, or at a school function will result in removal for up to forty-five school days. In cases of expulsions (suspensions longer than 10 days), the child must continue to receive educational services.

Regular education students may invoke rights under special education laws under certain conditions, including if the parent has expressed concern in writing to supervisory or administrative personnel of the district, or the child's teacher, that the child is in need of special education and related services.

The school district must also contact the Education Specialist at the Department of Children's Services if a foster child (with or without an identified disability) has allegedly committed an offense that may result in a suspension of 10 or more days or has had a petition filed against him/her by the school or school system.

(Offenses and Penalties by Category)

The infractions of school discipline in the Shelby County Schools listed below are grouped into categories according to the seriousness of the offense. This list is not intended to be exclusive or all inclusive. For infractions not specifically listed below, school principals shall assign discipline in accordance with the category that appears to be comparable to the offenses specifically listed in the category.

***Category A* – State Zero Tolerance Offenses**

1. Aggravated Assault resulting in serious bodily injury upon any teacher, principal, administrator, school resource officer, or any other school employee;
2. Unlawful possession, sale, or evidence of use of drugs/narcotics at school or at a school-sponsored activity;
3. Unauthorized possession of a firearm on school property or at a school sponsored activity.

Penalty for *Category A* Offenses:

Expulsion/Suspension for 180 days

Notification will be made to law enforcement authorities. Any modification of this penalty can only be made by the School Leader.

Category B

1. Possession of a knife or any potentially lethal weapon, Taser, or explosive on school property or at a school-sponsored activity;
2. Evidence of drinking or possession of alcoholic beverages in school or at a school sponsored activity;
3. Off-campus criminal behavior resulting in a felony charge, when the behavior poses a danger to persons or property or disrupts the educational process;
4. Gang activities-Activity that is threatening and/or intimidating, harassing in nature or recruiting; gang notebooks with gang pledges, codes and symbols that are used in communication such as threats and warnings and recruiting; gang related fights, and all types of violent acts; gang graffiti especially drawn on school property (bathrooms, lockers and hall walls); electronic devices such as cell phones with recognized gang text, with gang symbols, signs and language that is threatening and or intimidating;
5. Evidence of use or possession of drug paraphernalia, substances for huffing, any substance under guise of it being a controlled substance or prescription drug, and/or medical preparations without proper medical authorization.
6. Possession, use or distribution of counterfeit money on school property or at any school sponsored activity.
7. Assault upon any teacher, principal, administrator, school resource officer, or any other school employee.
8. Continuous and/or severe Category C Offenses.

PENALTY for *Category B* Offenses:

- Out-of School Suspension
- Expulsion (11-180 day)

When appropriate, notification will be made to law enforcement authorities. Modification of this penalty can be made by the Superintendent or the Disciplinary Hearing Authority.

Category C

1. Threatening bodily harm to school personnel, including transmitting by an electronic device any communication containing a credible threat to cause bodily injury or death to a school employee and the transmission of such threat creates actual disruptive activity at the school that requires administrative intervention;
2. Making a threat, including a false report, to use a bomb, dynamite, any other deadly explosive or destructive device, including chemical weapons, on school property or at a school-sponsored event;
3. Smoking and/or the possession of tobacco products by students while in or on school, properties or under school's jurisdiction during school hours or while participating in a school-sponsored event;
4. Gang activities-any gang related activity not specified in Category B;
5. One(1) or more students initiating a physical attack on an individual student on school property or at a school-sponsored activity;
6. Malicious destruction of or damage to school property, including electronic media, or the property of any person attending or assigned to the school;
7. Stealing or misappropriation of school or personal property (regardless of intent to return);
8. Immoral or disreputable conduct
9. Continuous and/or severe Category D Offenses.

Penalty for *Category C* Offenses**:**

- In-School Suspension
- Out-of School Suspension
  When appropriate, notification will be made to law enforcement authorities.

Category D

1. Open or continued defiant attitude or willful disobedience towards member of school staff;
2. Vulgar, profane, immoral/disreputable or rude remarks or non-verbal action to staff member or fellow student;
3. Physical or verbal intimidation or threats to other students, including hazing;
4. Threatening bodily harm to another student, including transmitting by an electronic device any communication containing a credible threat to cause bodily injury or death to a student and the transmission of such threat creates actual disruptive activity at the school that requires administrative intervention;
5. Fighting in or on school property unless, in accordance with state law, the principal recommends no disciplinary action for a student who is deemed to have acted in self-defense or defense of another;
6. Possession of mace or disabling sprays;
7. Inappropriate use of electronic media, including, but not limited to, all calls (land line, cellular or computer generated), instant messaging, text messaging, audio recording devices, IPods, MP3s or any type of electronic music or entertainment device, and cameras and camera phones;
1. Sexual, racial, ethnic, or religious harassment/discrimination;
2. Bullying, intimidation, and harassment
3. Refusal to produce an object identified by metal detectors;
4. Inciting, advising or counseling of others to engage in any acts in Categories A, B or C.
5. Continuous and/or severe Category E Offenses

Penalty for *Category D* Offenses**:**

- Parent-Principal Conference
- Before/After School Detention/Saturday School
- In-School Suspension
- Out-of-School Suspension

Category E

1. Habitual and/or excessive tardiness
2. Class cutting;
3. Intentional disturbance of class, cafeteria or school activities;
4. Leaving school grounds without permission;

5. Being in an unauthorized area without permission;
6. Tampering with grades or report cards;
7. Possession of lighters or matches;
8. Possession of and access to beepers, cellular phones or other electronic communication devices during school hours without written permission of the principal;
9. Inciting, advising or counseling others to engage in any acts in Category D.
10. Dress code violation, including

Penalty for *Category E* Offenses**:**

- Parent-Principal Conference
- Before/After School Detention/Saturday School
- In-School Suspension

SUSPENSIONS and EXPULSIONS

The School will regard suspension and expulsion as a last resort. Criteria for suspension and expulsion of students will be consistent with all applicable federal statutes and state constitutional provisions. Students will be afforded due process, including a hearing and right of appeal, as described below. A student identified as an individual with disabilities or for whom there is a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Act (IDEA) or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 (Section 504) is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to regular education students except when federal law or SELPA policies require additional or different procedures.

The grounds for mandatory and discretionary suspension and expulsion are as follows:

1. Mandatory Suspension. A student shall be suspended with a mandatory recommendation for expulsion where he/she is found to have:

a. Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object.

1. Discretionary Suspension. A student may be suspended for any of the following offenses:
    - Possession, use, offering, arranging and/or negotiating to sell or provide of a knife, imitation firearm, other weapon, or item that could be construed and/or used as a weapon.
    - Possession, use, being under the influence of, offering, arranging and/or negotiating to sell tobacco, alcohol, drugs, other controlled substances, or intoxicants of any kind, including, but not limited to over-the-counter medication and/or prescription drugs.
    - Theft of property including, but not limited to attempting to steal and/or receive stolen property and/or aiding or abetting in the same.
    - Physical assault including, but not limited to aiding or abetting in the same.
    - Damage to school or private property including, but not limited to attempted or caused damage.
    - Sexual harassment.
    - Threatening, harassing, bullying, and/or attempting to intimidate other members of the community including, but not limited to acts of “cyber-bullying.”
    - Obscenity/Profanity/Vulgarity, including the commission of an obscene act and/or engagement in habitual profanity/vulgarity.
    - Disruption and/or defiance, including, but not limited to disruption of school activities and/or willful defiance of the authority of school personnel.
    - Violations of REAL academic policies, including, but not limited to plagiarism and/or cheating.
    - Violations of REAL Information Technology policies, including, but not limited to transmitting computer viruses, using or attempting to use other’s accounts, trespassing in another’s portfolio, folders or files, concealing or misrepresenting one’s identity while using the IT system.
    - Violations of REAL conduct policies as articulated throughout the REAL Parent/Student Handbook.
1. Mandatory Expulsion. A student shall be expelled when it is determined that the student:
    a. Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object.

4. Discretionary Expulsion. A student may be expelled for any of the following offenses:

- Possession, use, offering, arranging and/or negotiating to sell or provide a knife, imitation firearm, other weapon, or item that could be construed and/or used as a weapon.
- Possession, use, being under the influence of, offering, arranging and/or negotiating to sell tobacco, alcohol, drugs, other controlled substances, or intoxicants of any kind, including, but not limited to over-the-counter medication and/or prescription drugs.
- Theft of property including, but not limited to attempting to steal and/or receive stolen property and/or aiding or abetting in the same.

- Physical assault including, but not limited to aiding or abetting in the same.
- Damage to school or private property including, but not limited to attempted or caused damage.
- Sexual harassment.
- Threatening, harassing, bullying, and/or attempting to intimidate other members of the community including, but not limited to acts of "cyber-bullying."
- Obscenity/Profanity/Vulgarity, including the commission of an obscene act and/or engagement in habitual profanity/vulgarity.
- Disruption and/or defiance, including, but not limited to disruption of school activities and/or willful defiance of the authority of school personnel.
- Violations of REAL academic policies, including, but not limited to plagiarism and/or cheating.
- Violations of High Tech High Information Technology policies, including, but not limited to transmitting computer viruses, using or attempting to use other's accounts, trespassing in another's portfolio, folders or files, concealing or misrepresenting one's identity while using the IT system.
- Violations of REAL conduct policies as articulated throughout the REAL Parent/Student Handbook.

REAL believes that such an expectation ensures the creation of a respectful learning environment where all students are allowed to achieve to their full potential. The Destiny House Board of Directors will review and revise, as necessary, the grounds for mandatory expulsion and the grounds that may result in suspension or expulsion. The current list will be communicated through the annually-updated parent and student handbook.

Due Process Rights

School Directors' Authority To Impose Suspensions And Expulsions

The School Director or his/her designee, will conduct an investigation of the circumstances presented, including consulting the student and affected parties. The School Director will consider whether alternatives to suspension or expulsion may be appropriate. The School Director has the authority to impose suspensions and expulsions.

Suspension

The School Director has the discretion and may impose a suspension directly if he/she determines it is appropriate. If the School Director determines that a student is to be suspended, the School Director shall provide written notice to the student's parents and/or guardians of his/her determination in writing, including reasons for the suspension and the time period for the suspension.

Expulsion

If the School Director determines that consideration of expulsion is warranted, the School Director shall impose a suspension pending an expulsion hearing. The School Director shall provide written notice to the student's parents and/or guardians of the suspension, the reasons for the suspension and the expulsion hearing, give notice of the expulsion hearing and provide information regarding the School's expulsion procedures. The School Director will hold an expulsion hearing where the School Director shall serve as the hearing officer. The student shall have the right to representation and the right to present evidence at the expulsion hearing. The School Director will consider evidence and/or testimony as appropriate and will render a decision that shall be in the best interests of the student and the School.

ATTACHMENT D: Student Enrollment Policy

Enrollment Policy and Procedures

As public schools, charter schools comply with state and federal regulations, and their admissions are open to students in accordance with the school's charter agreement. The procedures below outline the enrollment process at Rich ED Academy of Leaders (REAL) School.

Admission shall be open to any student who resides within the *attendance zone of Shelby County, Tennessee.*

Prior to open admission period each year there will be an admission period for returning students and their siblings, children of current full-time employees, and children of current governing board members.

Admission forms and information regarding the cut-off date will be sent to the families of all currently enrolled students of the school at least 2 weeks prior to the start of the admission period. All eligible returning students and their un-enrolled siblings who submit complete admission application forms during the admission period will be registered for the following school year unless there are not enough spaces available in any particular grade or program.

In that case, all returning students who submit complete registrations during the admission period will be registered and the un-enrolled siblings will be enrolled based on a lottery to be held in an open forum on the date stated in the admission information.

Following this initial admission period, there will be an open admission period each year during which time any interested students may submit an admission application. The dates and times for this open admission period shall be established by the school each year and shall end no later than the last day of April for the school year beginning the fall of the same year.

ATTACHMENT E: Pledged Support from Prospective Partners & Letters of Support/MOUs/Contracts

Tennessee Charter School Center

March 28, 2019

To Whom It May Concern:

This letter is to confirm that LaShundra Richmond completed the Community Launch program as part of the inaugural cohort. This is a program created and designed by the TN Charter School Center, launched in 2017.

As an active and engaged cohort member LaShundra completed 24 weeks of programming including the following modules:

- Module 1: Orientation: Understanding the Fellowship and Our Role
- Module 2: Defining School Quality and Accountability
- Module 3: Leverage Design Inquiry and Defining the School Model
- Module 4: Visit Exemplar Schools (regional and national)
- Module 5: Define Community Engagement
- Module 6: School Operator Selection

Please do contact us if you have any additional questions about the program.

Best,
Marceia Ashe
Director of Quality School Initiatives

About Community Launch:
In 2017, TN Charter School Center launched its inaugural community outreach program entitled *Community Launch*. This program was created as an opportunity to increase civic engagement, increase ownership of neighborhood school choice options, and to gain a deeper understanding of education topics including school quality and accountability.

About TN Charter School Center:
Our mission is to support high performing public charter schools and to drive change in public education stemming from our belief in quality, equity, diversity, collaboration and integrity. We are raising the bar of excellence in education and ensuring all children in Tennessee have access to high quality educational choices.

Disclaimer: Participation in the Community Launch program is not necessarily an endorsement of candidates and/or proposed schools.

March 26, 2019

Shelby County Schools
Charter Schools Office
160 S. Hollywood St.
Memphis, TN 38112

To Whom it May Concern:

I am writing to express my support for the approval of the Rich ED Academy of Leaders Charter School proposal for sponsorship by the Shelby County Schools District. I believe that Rich ED Academy of Leaders will be an incredible asset and of great benefit to our children, families and local community.

The Rich ED Academy of Leaders Charter School will fill a need in our community for a 6-8 Middle school focused on the needs of girls. How innovative and exciting these efforts are as we all work collaboratively in ensuring our female students are adequately prepared for the world in which we live with embedded learning and career experiences in Advocacy, Policy & Business. There is an ever-growing demand for greater emphasis on girls encouraging them to be educated, prepared and equipped with life lessons that are lasting beyond the classroom.

These young ladies of Memphis will certainly thrive in the Rich ED Academy of Leaders Charter School and I am excited to witness this unfold as it speaks both personally and professionally to my own interest and desires for this city and community. By ensuring girls have a personalized learning plan tailored to their needs, each girl is placed on a path that affords them an opportunity at reaching their fullest potential and becoming lifelong learners.

Rich ED Academy of Leaders will be a great addition to the existing public charter schools and the entire portfolio of Shelby County Schools. It will bring a proven educational approach to the SCS district by serving a diverse population of students reflective of our community due to its proposed location in Downtown Memphis.

I support the approval of Rich ED Academy of Leaders Charter School and would be very happy to see another school of choice for the first all-girl middle school in Memphis and West TN right here in our backyard.

With Sincerest Regards,

June Chinn-Jointer, Ph.D.
Dean of Student Retention
LeMoyne-Owen College

Believe • Discover • Plant • Nurture • GROW

February 27, 2019

Shelby County Schools
Charter Schools Office
160 S. Hollywood St.
Memphis, TN 38112

To Whom It May Concern:

I am writing to express my support for the approval of the Rich ED Academy of Leaders (REAL) Charter School proposal for sponsorship by the Shelby County Schools (SCS) Board of Education. I strongly believe that REAL will be a viable asset to our community and help address many of the unmet needs in the City of Memphis.

As the Founder of a mentoring program that helps adolescent girls make healthy lifestyle decisions, I am excited about what REAL has to offer. REAL will establish a solid foundation and instill core values and principles I desire my mentees, nieces and future daughter(s) to someday be recipients of. It will foster an environment that forces students out of their comfort zone in efforts to help them maximize their potential.

Historically, coed settings have proven to lead to distractions and reinforce stereotypes. As the first all girl public charter school in the city, REAL will help reduce gender intensification and allow educators to employ instructional techniques created specifically for girls. It will deploy a liberal arts framework that promotes a strong sense of social responsibility, intellectual skills and practical skills such as communication, analytical and problem-solving abilities.

Most importantly, REAL will expose students to a new and innovative way of thinking, learning and excelling. Students will be afforded the opportunity to excel in an environment conducive to collaborative learning with Personalized Learning Plans (PLP) tailored for their specific educational needs.

I support the approval of Rich ED Academy of Leaders (REAL) Charter School and would be elated to see such diversity and commitment within our community.

Regards

Valencia M. Smith
Valencia M. Smith
Founder and Executive Director
GROW, Girls Raised to be Outstanding Women

THE DOC SHOP – A MANAGEMENT CONSULTANCY

Dr. Dee Lofton, Ph.D. Consultant,1579 Court Ave. #3, Memphis, TN 38104, ph: 901-570-4422, email: Thedocshop.dl@gmail.com

March 27, 2019

Shelby County Schools
Charter Schools Office
160 S. Hollywood St.
Memphis, TN 38112

To Whom It May Concern:

I am writing in support of Rich Ed Academy of Leaders (REAL), a proposed All-Girl middle school in Memphis TN. This model will be the first of its kind in Memphis TN and in West Tennessee, where the population of girls in the age 10 to 14 range represents an approximate 3.2 % target population. The school model addresses well documented differences between the ways boys and girls learn, which go beyond the sex, gender, age parameters. Educational psychologists have consistently found that girls tend to have higher standards in the classroom and evaluate their own performance more critically. Girls also outperform boys in school (as measured by students' grades), in all subjects and in all age groups [*Journal of Personality and Social Psychology*, volume 81, number 2, pp. 322-331, 2001].

I support Ms. LaShundra Richmond and her team in their efforts to specifically address the needs of girls in the learning environment. She has consistently been a voice for change, has a heart for listening, and wants only the best for our girls, particularly during this vulnerable time in their life. A school based on the requirements of girls to succeed, grow their self-esteem, and position their trajectory forward is a concept long embraced in all boys' schools.

My company, *The Doc Shop* works with charter and independent schools on grant funding, program development and project management. I believe that Rich Ed Academy will have the support and resources needed to succeed and make a difference, not only for our girls, but for our community.

Sincerely,

Dr. Dee Lofton, Ph.D., PMP

The College Initiative

February 17, 2019

Shelby County Schools
Charter Review Committee
160 S. Hollywood
Memphis, TN 38112

Dear Charter Review Committee:

The mission of The College Initiative is to provide college-capable students with the mentorship and tools to apply to and succeed in college. The College Initiative stands apart as a service provider by taking an insourcing, rather than outsourcing, approach. We transform school communities from within by reorienting their existing people and assets to optimize student outcomes. RichEd Academy of Leaders focuses on individualized teaching and learning; rigorous teaching methodologies; and post-secondary and career success. What makes both organizations unique is the fact that we both believe in individualized learning and creating leaders that will be successful in post-secondary education and career aspirations.

The goal of The College Initiative is to reach as many college-capable high school students as possible. In order to do that, partnerships with Memphis area high schools are created every school year. We are already in talks with RichEd Academy about bringing our services to their students for next school year. Though RichEd Academy of Leaders has not opened its doors yet, there is already a partnership between TCI and RichEd's Founder, LaShundra Richmond. LaShundra serves as a volunteer and provides ACT tutoring to our students and interview preparation for scholarship interviews and has been providing this service for the past four years. Our support to RichEd Academy will be direct. We work directly with students during the school day based on a schedule created between The College Initiative and school's administration.

We believe in transformation and creating leaders and that's exactly what RichEd Academy will be achieving in downtown Memphis. Saying yes to RichEd Academy is an affirmation to the creation of young female leaders who will succeed in transforming their communities.

Thank you for your consideration in saying yes to RichEd Academy of Leaders charter school application and creating the next generation of young female leaders in the City Of Memphis.

Yours in Service,

April Terrell

Interim Executive Director

The College Initiative

Board of Directors:
Gabriel Fotsing
Founder & CEO
Brandon Arrindell
Matthew Clair
Wayne Culbreth
Diane Jalfon
Najee Johnson
Ashanta Blackwell

MISSION: The College Initiative provides high school students with the tools and mentorship they need to successfully apply to and succeed in college.

80 Monroe Ave. Suite 610 Memphis, TN 38103

"I'm Able. It's Possible."
www.TheCollegeInitiative.org

Tawanna Brown * 5535 Kinforest Cove, South * Memphis, Tennessee, 38141
tawbrown@gmail.com * 210-393-3146

March 17, 2019

Shelby County Schools
Charter Schools Office
160 S. Hollywood St.
Memphis, TN 38112

Dear Shelby County School Representative,

Having worked for more than thirty years as a youth ally and advocate, often in girl-centered environments, I am thrilled to write this letter in avid support of **the Rich ED Academy of Leaders (REAL) Charter School**'s proposal for sponsorship by the Shelby County Schools (SCS) Board of Education. Having witnessed, first-hand, the leadership and mobilizing abilities of Dr. LaShundra Richmond, REAL's Founder, I am excited about the opportunity for her to foster safe and transformative spaces of inquiry and growth on behalf of girls. Furthermore, I am excited about this unique and timely opportunity for Memphis to have a space in which girls can access and prepare for pathways of engaged citizenry and creative leadership, especially in this current climate of gender and other identity inequities.

Last year, I had the privileging of witnessing Dr. Richmond's strategic skills in action when the organization with which I am employed contracted her as an executive leadership coach. Her charge was to guide a not-for-profit youth organization in developing the policies, protocols and practices that would stabilize and sustain the organization's vision. Not only did Dr. Richmond fulfill the charge with rave reviews from the partner organization's Executive Director, she did so to such an exceptional degree that her method serves as a template for future coaching experiences.

During a series of think tanks and listening sessions that Dr. Richmond recently hosted in preparation for REAL Charter School, it was inspiring to see her cultivate a learning environment that mobilized a diverse group of participants (*i.e.,* girls, parents, educators and other youth and community allies). During the listening session, centered on girls and their families, many of the participants were visibly emotional. With the support of professional educators, they envisioned a school that would guide girls' learning and leadership in ways that also fosters holistic healing and hope – for students, their families, Memphis and its communities. The session's results were not coincidental – they were the fruits of deliberate and dutiful design on the part of Dr. Richmond and her team.

The **Rich Ed Academy of Leaders (all-girls) Charter School** comes at an especially unique time in our cultural history and in our city. I thank Shelby County Schools for the opportunity to write this letter of support and I celebrate the fruitful journey that awaits REAL and the students and families that he school seeks to engage and elevate.

Respectfully,

Tawanna R. Brown

UCAN of Memphis
1779 Kirby Parkway, No. 1-318
Memphis, TN 38138

Leshundra Robinson, Founder and Executive Director
901.262.8642; www.ucanofmemphis.org

March 14, 2019

Shelby County Schools-Charter Office
160 S. Hollywood St.
Memphis, TN 38112

To Whom It May Concern:

UCAN of Memphis is submitting this letter of support and recognition for the establishment of Rich ED Academy of Leaders (REAL). I believe REAL's mission "to provide an individualized and innovative approach to teaching and learning that incorporates rigor, relationships and responsibility for students and providing students with rigorous and relevant academic and workplace skills, while preparing its graduates for postsecondary success and productive citizenship" aligns with UCAN's work to give young people the knowledge and skills they need to own their economic success, plan for their future, and make smart academic and economic choices.

Since 2006, UCAN has worked to incorporate real-world business concepts in academic education. Because UCAN is invested in offering relevant educational opportunities in the city that complement innovative academic learning, we believe in the mission of REAL. In addition to high academic expectations, REAL aims to instill its students with important values such as self-advocacy, teamwork, resilience, integrity, virtue and excellence that will allow them to succeed personally and professionally. This builds the kind of character that we want to see in tomorrow's business and community leaders.

What's even more exciting is because of the relationship that's been formed with REAL's founder-LaShundra Richmond, UCAN will be available to work with LaShundra, her staff and students from the very beginning to ensure that the mission of the school lives and students are supported in their academic endeavors both in and outside of the classroom with school and community support.

I believe strongly in the need to ensure students in Memphis receive an education that ensures they are prepared for success in high school, college, and their careers. I also believe that every single student deserves to choose an educational option that best suits their needs, including opportunities to work with educators that challenge them to fulfill their highest potential. UCAN of Memphis looks forward to welcoming REAL as part of Memphis' academic community. Thank you for considering REAL's charter proposal. If you have any questions, please don't hesitate to contact me at 901.619.8604.

Sincerely,

Leshundra Robinson
Leshundra Robinson
Leshundra Robinson, Executive Director

CAMPAIGN for SCHOOL EQUITY

The Voice for Students

March 21, 2019

Shelby County Schools
Office of Charter Schools
160. S. Hollywood Street
Memphis, TN 38112

Re: The Destiny House - Tennessee Application for Middle School

Greetings:

Campaign for School Equity (CSE) supports and believes in the Destiny Houses' Rich Ed Academy of Leaders (REAL) ability to operate a local middle school. With a strong record of support to schools in Shelby County, experienced leadership, and extensive community ties, we believe that the Destiny House is fully capable of operating the much needed all-girl middle school in Shelby County.

CSE's leadership had the privilege of working closely with the administration of Destiny House in the past several years. We've seen first-hand the work that's going into ensuring students receive the best in quality instruction and a model for learning that our young children need.

We are excited about the potential of REAL to create an authentic and productive environment for these young women to grow and learn. We support the approval of REAL's application to operate a school.

Sincerely,

Mendell Grinter
Founder and Executive Director
Campaign for School Equity

New Beginnings

To Whom It May Concern,

It is with great pleasure to present this letter of support on behalf of Rich ED Academy of Leaders (REAL). This school display is without a doubt a key component to what the future can posture for these young women. Ms. Richmond's vision for this particular charter school will encourage the sort of social improvement that will not just upgrade these young women, yet in addition increase the value of the network and city of Memphis. I exceedingly prescribe each parent who has a child that needs that individual consideration or maybe needs a chance to investigate their covered up potential's, Destiny House is that place. The requirement for an organization like this will change the mindset in light of the learning condition the Academy will give. This gender base Academy will create a comfortable inviting atmosphere that will make learning easy and will build an indelible relationship from one cohort to another.

Lastly, as a partner of this vision, it is my job to provide sufficient space and to guarantee the facility grounds for these young women are safe and pleasurable to attend. It is our expectation as partners with this organization to guarantee the achievement and the fulfillment of a brighter future for this next generation.

Warmest Regards,

Bishop Edwin Jeffres

411 Henry Avenue. Memphis, TN. 38104 • (901)290-5495 • nb_intl1@yahoo.com

MEMPHIS MUSIC
INITIATIVE
EMPOWERING YOUTH THROUGH MUSIC

March 25, 2019

Shelby County Schools
Charter Schools Office
160 S. Hollywood St.
Memphis, TN 38112

To Whom it May Concern:

I, along with Memphis Music Initiative (MMI), are writing this letter to support Rich ED Academy of Leaders (REAL) Charter School, for the Shelby County Schools Charter Schools. I believe that SCS's support will help incorporate educational initiatives at REAL Charter School. The Rich Ed Academy of Leaders (REAL) will offer a unique school model (All-Girl Middle School), which will be the first of its kind in Memphis and West Tennessee. This gender-based model would be a value add to the fabric of the city. REAL founder, Dr. LaShundra Richmond, envisions to empower young women of color. (which resonates with our organization). Furthermore, Dr. Richmond's commitment to uplifting the challenging educational landscape of Memphis has been well respected by colleagues over the years.

Memphis Music Initiative (MMI) is honored with the possibility of supporting REAL Charter School through our In-Schools Music Engagement Fellowship program. MMI's fellowship program would potentially support one MMI fellow. The MMI fellow, who is a professional musician, would provide in-class support and music engagement for teachers and students. Developing the musical and performance arts offerings at REAL Charter School will allow MMI to impact the classrooms of REAL Charter School. Hence, we must work together to make this amazing school successful. Your support towards this project will be appreciated. I offer my support for REAL Charter School as a representative and Director of In Schools with Memphis Music Initiative. Please call me at 901.410.4113 if you have questions.

Sincerely,

Mike Arnold Director of In Schools, Memphis Music Initiative

January 16, 2019

Shelby County Schools
Charter Review Committee
160 S. Hollywood
Memphis, TN 38112

To Whom It May Concern:

Several months ago I had a conversation with the Founder/Executive Director and I was blown away. My organization prides itself in being different. Being different creates a different energy and when integrated into an experience it can produce results whether monetary or performance. Privileged creates social events around working giving back and partying. The REAL is an untraditional approach to education with experience based learning models. The learning style will be focused on building relationships (student, teacher, parent and stakeholders). Most importantly preparing graduates for post-secondary education success and entrepreneurship. I believe. It is so important to the culture of Memphis to produce the brightest individuals and raise talent to come home and build.

With my company's community commitment we are in full support of the REAL. Our company will use influence to aid in fundraising, providing volunteers and advocating for education excellence. I personally will provide any resource I have to see to the financial sustainability, growth and performance of the REAL.

In conclusion, I want you to know that I am in full support of the REAL. I believe education experiences need to be unique, social and experiential. This is the new direction of education and I would love to see Memphis step up and support different models of learning institutions.

Thank you for considering the charter school proposal submitted by Rich Ed Academy of Leaders (REAL)

Respectfully,

J.Whitlow

Creative Director | Privileged

To Whom it May Concern:

I am writing to express my support for the approval of the Rich ED Academy of Leaders (REAL) Charter School by the Shelby County Schools (SCS) Board of Education. I believe that REAL will be an incredible asset to the Memphis because of its focus on empowering young women as leaders and change-makers in their communities.

REAL 6th - 8th grade students will learn about advocacy, policy and business through a hands-on, collaborative learning environment. Through experiential learning and their own Personalized Learning Plan (PLP), students will have the opportunity to pursue their passions and interests while developing the habits, skills, knowledge and dispositions of lifelong learners and community leaders. REAL students will grapple with real-world problems through inquiry-based, projects that require the development of critical thinking, creative problem solving, collaboration and communication skills. Literacy and numeracy will be deeply embedded throughout the curriculum design, with thoughtful attention to providing access and challenge to a diverse range of learners.

If approved, REAL will be a great addition to the existing tuition-free, public charter schools in the Shelby County Schools District. REAL will bring an innovative educational approach to SCS, as the first all-girl public charter school serving a diverse student population reflective of the community. REAL will also collaborate with existing public schools to unite and enrich all students in the district. Potential areas for partnership include: advocacy, policy and business framework; arts programs; sports and community events.

I support the approval of Rich ED Academy of Leaders (REAL) Charter School and am excited about its vision for how to unleash the creative and intellectual potential of young women in Memphis.

Sincerely,

Kelly

Kelly Wilson
Dean
High Tech High Graduate School of Education
kwilson@hightechhigh.org

The Gary and Jerri-Ann Jacobs

HIGH TECH HIGH

21 February, 2019

Shelby County Schools
Charter Schools Office
160 S. Hollywood St.
Memphis, TN 38112

To Whom it May Concern:

I am writing to express my support for the approval of the Rich ED Academy of Leaders (REAL) Charter School proposal for sponsorship by the Shelby County Schools (SCS) Board of Education. I believe that REAL will be an incredible asset and of great benefit to the children, families, and local community. REAL will bring an innovative educational approach to SCS, as the first-all girl public charter school, serving a diverse student population reflective of the Memphis community. There is such a need for REAL as a school specifically designed for the needs of middle school girls.

REAL will fill a need for 6-8th grade education focused on advocacy, policy and business through the incorporation of experiential learning through the lens of liberal arts. Each student will follow a Personalized Learning Plan (PLP) tailored to their needs to encourage each girl to reach their fullest potential and become lifelong learners. These girls will thrive in REAL's hands-on and collaborative learning environment. REAL will be a great addition to the existing tuition-free, public charter schools in the Shelby County Schools District.

I support the approval of Rich ED Academy of Leaders (REAL) Charter School and would be excited to see another school of choice in Memphis.

Sincerely,

Cindy Beals
Educational Leader Resident
High Tech Middle

Larry Rosenstock, CEO/Principal • Board of Directors: Gary Jacobs (Chairman), Qualcomm • Kay Davis • Ed Lopez, San Diego Unified School District Board of Trustees • Michael McCraw, California Southern (SBDC) • Theodore D. Roth, Alliance Pharmaceutical Corp.

2861 Womble Road, San Diego, CA 92106-6025 • Tel: (619) 243-5000 • Fax: (619) 243-5050 • www.hightechhigh.org

Keshia Giboney
1007 Richland Dr.
Memphis,TN 8116
mskeshiag@yahoo.com

March 20, 2019

To Whom it May Concern,

I am writing to express my support for Rich Ed Academy of Leaders Charter School. I am a resident of the Whitehaven area and I strongly believe that Rich Ed Academy of Leaders will be a great asset to the entire Memphis community! Memphis currently does not have a public all girls school! Rich Ed Academy of Leaders will be able to fill that void and provide a single gender education option for all families not just the ones who can afford private schools.

I also support the approval of Rich Ed Academy of Leaders because, an all girls school will help girls ignore gender stereotypes. For example in co-ed schools, subjects such as computer science and engineering are considered to be non traditional majors for females. In Rich Ed Academy of Leaders, girls will be encouraged and pushed to explore those non-traditional subjects and majors. As women across the world are making significant advances in leadership and branching out into non traditional careers such as running for President, Memphis need to be prepared to help educate and guide our young women to this shift of leadership that is taking place around the world. The founder/s of Rich Ed Academy of Leaders have rose to the occasion by proposing a school that will help equip and empower the young women in our city with the tools needed to excel to the next level locally and globally!

I am confident that Rich Ed Academy of Leaders will have a positive impact on the city of Memphis! I stand behind the fact that it offers a single gender education option to all girls of Memphis rather than a selected few. I also stand by the fact that the Founder/s is ready to prepare the young ladies in Memphis for the world that awaits them! Join me in supporting Rich Ed Academy of Leaders by approving it!

Thank You
Keshia Giboney / *Owner*
901-438-2386
Leaveit2usevents.llc@gmail.com

P3 Consulting & Development
175 Toyota Plaza, Suite 350
Memphis, TN 38103

To whom it may concern:

My name is Zenobia Jackson owner of P3 Consulting & Development, a consultant service that provides relevant resources, trainings, and purpose filled development to girls and women. As a former educator, founder of an all-girls mentoring program Butterfly Project Mid-South, and now business owner I know first-hand the need for an all-girls educational experience with a necessary foundation in advocacy, policy, and business. We are losing our girls in alarming rates. Their sense of worth and purpose lessen every day because of the lack of educational institutions being able and/or willing to serve the whole girl. According to DoSomrthing.org, “75% of girls with low self-esteem reported engaging in negative activities like cutting, bullying, smoking, drinking, or disordered eating. This compares to 25% of girls with high self-esteem and 7 in 10 girls believe that they are not good enough or don’t measure up in some way, including their looks, performance in school and relationships with friends and family members. Destiny House is ready and willing to serve the whole girl.

Through advocacy, Destiny House is ready to teach our young ladies how to have a voice. How to articulate what is in her heart in a meaningful and powerful way. Destiny House is ready to expose our young ladies on their power to change and transform their communities for the betterment of their future. Destiny House is ready to provide business and entrepreneurial resources to spark and ignite the fire that we have as women to lead while, making a positive impact.

LaShundra Richmond is a visionary and advocate for our girls. I fully believe in the great work she has set out to do and I support her wholeheartedly.

Yours in Purpose,

Zenobia Jackson

THE
QueenEsteem
FOUNDATION

February 20, 2019

Shelby County Schools
Charter Schools Office
160 S. Hollywood St.
Memphis, TN 38112

To Whom it May Concern:

I am writing to express my support for the approval of the Rich ED Academy of Leaders (REAL) Charter School proposal for sponsorship by the Shelby County Schools (SCS) Board of Education. I believe that REAL will be an incredible asset and of great benefit to our children, families, and local community.

REAL will fill a need in our community for 6-8th education focused on advocacy, policy and business through the incorporation of experiential learning through the lens of liberal arts.

Students will thrive in REAL's hands-on and collaborative learning environment. Each student will follow a Personalized Learning Plan (PLP) tailored to their needs to encourage each girl to reach their fullest potential and become lifelong learners.

REAL will be a great addition to the existing tuition-free, public charter schools in the Shelby County Schools District. REAL will bring an innovative educational approach to SCS, as the first-all girl public charter school, serving a diverse student population reflective of our community. REAL will also collaborate with our existing public schools to unite and enrich all students in the district. Potential areas for partnership include: advocacy, policy and business framework; arts programs; sports and community events.

I support the approval of Rich ED Academy of Leaders (REAL) Charter School and would be very happy to see another school of choice in our community.

Sincerely,

Joia Erin Thornton
Joia E. Thornton
Co-Founder, The Queen Esteem Foundation

Daphne Robinson, Director
Shelby County Schools Charter Schools Office
160 S Hollywood
Memphis, TN 38112

Dear Mrs. Robinson:

I strongly believe that the young women in Memphis are not being provided a high-quality option for a tuition-free all-girls learning environment. Thus, I am writing to express my support for the Rich ED Academy of Leaders (REAL) Charter School. I believe that REAL will be an incredible asset and a great benefit to the young women of Memphis, their families, and our community.

Young women will have a chance to thrive in REAL's hands-on and collaborative learning environment. Each student will have a learning plan to suit her intellectual, social, and emotional needs. Such specialization will encourage girls to reach their fullest potential and become lifelong learners.

REAL will be a great addition to the portfolio of district and charter schools serving the students and families of Shelby County. REAL will bring an innovative educational approach to SCS, as the first-all girl public charter school. REAL will also collaborate with our existing public schools to share best practice and serve in the community. Potential areas for partnership include: advocacy, policy and business framework; arts programs; sports and community events.

I support the visionary work and values of Rich ED Academy of Leaders (REAL) Charter School, and I would be very happy to see another school of choice in our community. Feel free to call me with questions at 773.936.2031.

Sincerely,
Tosha Downey

January 24, 2019

Charter Review Committee
Shelby County Schools
160 S. Hollywood
Memphis, TN 38111

Dear Charter Review Committee:

I am honored to share with you my excitement and continued support of the proposed **Rich Ed Academy of Leaders (REAL)** Charter School for girls to be sponsored by the Shelby County School District. Based on extensive conversations with the targeted demographic, I truly believe that **REAL** will be a well-received essential piece to the educational landscape in Memphis.

The innovation in the school model to base the curriculum around policy, advocacy and business, especially for girls, is key to the climate that we're currently in. Some of us adult women weren't given a safe space to speak up and share our experiences, needs and wants or we weren't encouraged to go after positions in industries that were dominated by men. Times have changed; **REAL** is on trend with educating the next generation of forward-thinking, inclusive women leaders. My support in **REAL** is me ensuring that girls don't miss out on being exposed to *all* of the options that are available to them to be successful.

Utilizing my background in public relations and marketing, I intend on brokering strategic partnerships with REAL and the business community, as well as, lending insight on public relations, branding, and marketing. Also, we will create additional programming and partnerships with **REAL** to expose the girls to best business practices in service-based businesses and nonprofit work.

The current mayor and the city of Memphis have been intentional in supporting and increasing the women- and minority-owned businesses in Shelby County. With **REAL** being the *first* all-girls charter school in Memphis, and it being housed downtown, it could be the hub of women entrepreneurs in Memphis for the near future, which is great PR for Memphis, **REAL** and Shelby County Schools.

We are excited to support the Rich ED Academy of Leaders charter school application and we can't wait to get started pending your approval.

Sincerely,

TJ Jefferson

Publisher | **Tell Publishing**
PO Box 902150 | Memphis, TN | 38190
www.tell-publishing.com

ATTACHMENT F: Board Governance Documents **F1. Articles of Incorporation**

000891852

CHARTER
NONPROFIT CORPORATION

SS-4418

Tre Hargett
Secretary of State

Division of Business Services
Department of State
State of Tennessee
312 Rosa L. Parks AVE, 6th FL
Nashville, TN 37243-1102
(615) 741-2286

Filing Fee: $100.00

For Office Use Only

Control # 000891852

Amount Due: $100.00
Please file before 04/01/2017

The undersigned, acting as incorporator(s) of a nonprofit corporation under the provisions of the Tennessee Nonprofit Corporation Act, adopt the following Articles of Incorporation.

1. The name of the corporation is: The Destiny House

2. Name Consent: (Written Consent for Use of Indistinguishable Name)
☐ This entity name already exists in Tennessee and has received name consent from the existing entity.

3. This company has the additional designation of: None

4. The name and complete address of its initial registered agent and office located in the State of Tennessee is:
LASHUNDRA DENISE RICHMOND
THE DESTINY HOUSE
3592 GRACELAND DR
MEMPHIS, TN 38116-4463
SHELBY COUNTY

5. Fiscal Year Close Month: June **Period of Duration:** Perpetual

6. If the document is not to be effective upon filing by the Secretary of State, the delayed effective date and time is:
Mar 3, 2017 12:00AM (Not to exceed 90 days)

7. The corporation is not for profit.

8. Please complete all of the following sentences by checking one of the two boxes in each sentence:
This corporation is a ☐ public benefit corporation / ☑ mutual benefit corporation.
This corporation is a ☐ religious corporation / ☑ not a religious corporation.
This corporation will ☐ have members / ☑ not have members.

9. The complete address of its principal office is:
THE DESTINY HOUSE
4895 OUTLAND CENTER DR
MEMPHIS, TN 38118-6539
SHELBY COUNTY

(Note: Pursuant to T.C.A. §10-7-503 all information on this form is public record.)

SS-4418 (Rev. 1/13) RDA 1678

ARTICLES OF INCORPORATION OF

RICH ED ACADEMY OF LEADERS

The undersigned natural persons over the age of eighteen (18) years, acting as incorporators of a nonprofit corporation under the Tennessee Nonprofit Corporation Act, adopt the following Articles of Incorporation for said corporation:

ARTICLE I NAME

The name of this nonprofit corporation shall be the Destiny House.

ARTICLE II DURATION

This corporation shall continue in existence perpetually unless dissolved pursuant to law.

ARTICLE III PURPOSES

1. (1) To operate exclusively as a nonprofit corporation under the laws of the state of Tennessee.
2. (2) To engage in any and all activities and pursuits, and to support or assist such other organizations, as may be reasonably related to the foregoing and following purposes.

(3) To engage in any and all other lawful purposes, activities and pursuits, which are substantially similar to the foregoing and which are or may hereafter be authorized by Section 501(c)(3) of the Internal Revenue Code of 1986 or corresponding provisions of any subsequent Federal tax laws (the "Code") and are consistent with those powers described in the Utah Revised Nonprofit Corporation Act, as amended.

(4) To solicit and receive contributions, purchase, own and sell real and personal property, to make contracts, to invest corporate funds, to spend corporate funds for corporate purposes, and to engage in any activity "in furtherance of, incidental to, or connected with any of the other purposes."

(5) No part of the net earnings of the corporation shall inure to the benefit of, or be distributable to, its members, trustees, Directors, officers, or other persons, except that the corporation shall be authorized and empowered to pay reasonable compensation for services rendered to the corporation and to make payments and distributions in furtherance of the purposes set forth herein.

ARTICLE IV VOTING MEMBERS

This corporation shall not issue shares of stock evidencing membership and shall have no voting members.

ARTICLE V POWERS

A. Powers in General. Subject to the pursuits and objectives declared in Article III and any other limitations herein expressed, this corporation shall have the power to do any and all things which a nonprofit corporation may do under the laws of the State of Tennessee, including, but not limited to, the following:

(1) To receive, acquire, hold, manage, administer, and expend property and funds for purposes authorized by Section 501(c)(3) of the Code;

(2) To take property and funds by will, gift, or otherwise. The corporation shall not have the power to take or hold property or funds for any purpose other than purposes authorized by Section 501(c)(3) of the Code;

(3) To hold, in its own name and right, real and personal property of every nature and description without limitation as to extent, character or amount, and with all the powers of control, management, investment, change, and disposal incident to the absolute ownership of property or funds by a private person, subject only to the terms of particular trusts and to the general trust that all its properties and funds shall be held for purposes authorized by Section 501(c)(3) of the Code;

(4) To borrow money either upon or without security, giving such promissory notes or other evidences of indebtedness and such pledges, mortgages, or other instruments of hypothecation as it may be advised;

(5) To appoint and pay officers and agents to conduct and administer the affairs of the corporation;

(6) To adopt Bylaws prescribing the duties of the officers and agents of the corporation, the detail of the organization, the time and manner of its meetings, and any and all detail incident to its organization and the efficient conduct and management of its affairs;

(7) To do any and all things which a natural person might do, necessary and desirable for the general purposes for which the corporation is organized;

(8) To receive and use funds obtained from private donations, devises and bequests, and from all lawful sources to be applied for purposes authorized by Section 501(c)(3) of the Code;

(9) No recital, expression or declaration of specific or special powers or purposes herein above enumerated shall be deemed exclusive, it being intended that this corporation shall have any and all other powers necessary or incidental to the accomplishment of its objects and purposes and each and all of the powers now conferred or that may hereafter be conferred by the laws of the State of Utah on nonprofit corporations.

B. Powers Relating to Specific Objects and Purposes. This corporation shall have the powers necessary or incidental to the carrying on of its objects and purpose.

ARTICLE VI

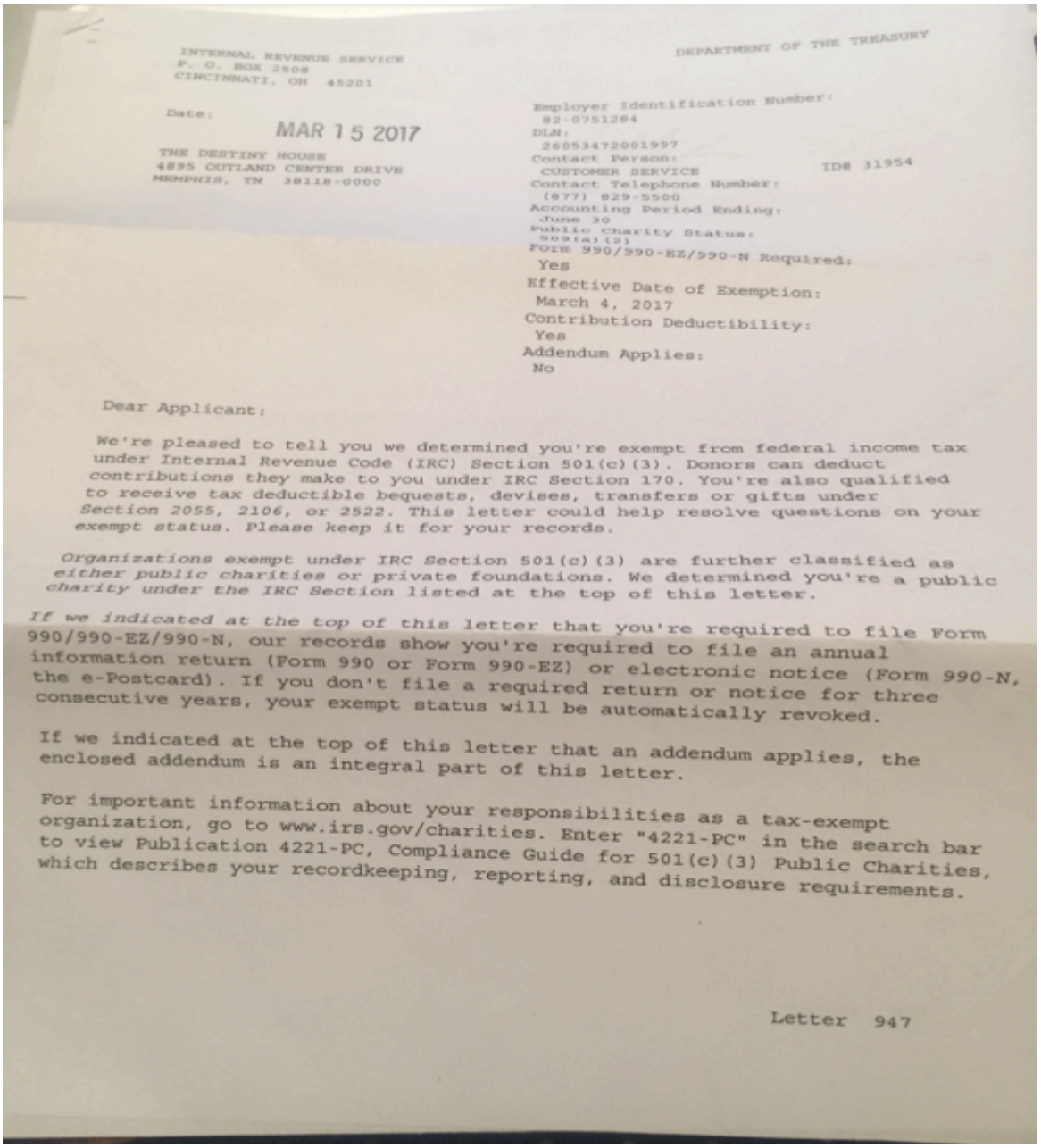
AMENDMENT OF ARTICLES OF INCORPORATION

These Articles of Incorporation may be amended at any time in any manner which is permissible under the laws of the State of Tennessee; provided, however, that these Articles of Incorporation shall in no event be amended in any manner so as to change this corporation from a nonprofit corporation to a corporation organized or operated for pecuniary profit; nor shall the Articles of Incorporation be amended so as to make the purposes of the corporation inconsistent with the purposes as specified in Article III herein.

ARTICLE VII DISSOLUTION

This corporation is one which does not contemplate pecuniary gain or profit to the Directors thereof, and it is organized solely for nonprofit purposes. Upon the winding up and dissolution of this corporation, after paying or adequately providing for the debts and obligations of the corporation, the remaining assets shall be distributed to a nonprofit fund, foundation or corporation, which is organized and operated exclusively for charitable, educational, religious and/or scientific purposes and which has established its tax-exempt status under Section 501(c)(3) of the Internal Revenue Code of 1986 or shall be distributed to the Federal government, or to a state or local government, for a public purpose. In any event, the distribution of the corporation's assets will comply with state law. Any funds not so disposed of shall be disposed of by the district court of the county in which the principal office of the corporation is then located, exclusively for such purposes or to such organization or organizations as said court shall determine that are organized and operated exclusively for such purposes.

ATTACHMENT F: Board Governance Documents F2. Proof of non-profit and tax exempt status



INTERNAL REVENUE SERVICE
P. O. BOX 2508
CINCINNATI, OH 45201

DEPARTMENT OF THE TREASURY

Date:
MAR 15 2017

THE DESTINY HOUSE
4895 OUTLAND CENTER DRIVE
MEMPHIS, TN 38118-0000

Employer Identification Number:
82-0751284
DLN:
26053472001997
Contact Person:
CUSTOMER SERVICE ID# 31954
Contact Telephone Number:
(877) 829-5500
Accounting Period Ending:
June 30
Public Charity Status:
509(a)(2)
Form 990/990-EZ/990-N Required:
Yes
Effective Date of Exemption:
March 4, 2017
Contribution Deductibility:
Yes
Addendum Applies:
No

Dear Applicant:

We're pleased to tell you we determined you're exempt from federal income tax under Internal Revenue Code (IRC) Section 501(c)(3). Donors can deduct contributions they make to you under IRC Section 170. You're also qualified to receive tax deductible bequests, devises, transfers or gifts under Section 2055, 2106, or 2522. This letter could help resolve questions on your exempt status. Please keep it for your records.

Organizations exempt under IRC Section 501(c)(3) are further classified as either public charities or private foundations. We determined you're a public charity under the IRC Section listed at the top of this letter.

If we indicated at the top of this letter that you're required to file Form 990/990-EZ/990-N, our records show you're required to file an annual information return (Form 990 or Form 990-EZ) or electronic notice (Form 990-N, the e-Postcard). If you don't file a required return or notice for three consecutive years, your exempt status will be automatically revoked.

If we indicated at the top of this letter that an addendum applies, the enclosed addendum is an integral part of this letter.

For important information about your responsibilities as a tax-exempt organization, go to www.irs.gov/charities. Enter "4221-PC" in the search bar to view Publication 4221-PC, Compliance Guide for 501(c)(3) Public Charities, which describes your recordkeeping, reporting, and disclosure requirements.

Letter 947

ATTACHMENT F: Board Governance Documents F3. By-laws

Bylaws of
The Destiny House
(a Tennessee Public Benefit Corporation)

Article 1 Offices

The principal office of the corporation is located in _Shelby___ County, State of Tennessee.

Section 2. Change of Address

The designation of the county or state of the corporation's principal office may be changed by amendment of these Bylaws. The Board of Directors may change the principal office from one location to another within the named county by noting the changed address and effective date below, and such changes of address shall not be deemed, nor require, an amendment of these Bylaws:

New Address:

Dated:

New Address: _____ _____ Dated: _____, 20__ New Address: _____ _____ Dated: _____, 20__

Section 3. Other Offices

The corporation may also have offices at such other places, within or without its state of incorporation, where it is qualified to do business, as its business and activities may require, and as the board of directors may, from time to time, designate.

Article 2 Nonprofit Purposes

Section 1. IRC Section 501(c)(3) Purposes

This corporation is organized exclusively for one or more of the purposes as specified in Section 501(c)(3) of the Internal Revenue Code, including, for such purposes, the making of distributions to organizations that qualify as exempt organizations under Section 501(c)(3) of the Internal Revenue Code.

Section 2. Specific Objectives and Purposes

The specific objectives and purposes of this corporation shall be:

Theory of Change

A deep investment in girls can unleash dramatic transformational change.

Mission

A collaborative effort between the school, business and community sectors focused on providing practical approaches to advance the lives of women and children by identifying, developing and implementing tools and practices that unleashes large-scale, lasting impact.

Emphasis Areas:

I. Educational Objectives/School Improvement Solutions
II. Business Innovations & Strategic Planning
III. Outreach Strategies

Vision (Strategy)-

We seek to transform Memphis by developing a pipeline of women leaders who will work together to address Memphis' greatest challenges around education, social disparities and gender inequities.

Article 3 Directors

Section 1. Number

The corporation shall have 7-13 directors and collectively they shall be known as the Board of Directors, with no less than 5.

Section 2. Powers

Subject to the provisions of the laws of this state and any limitations in the Articles of Incorporation and these Bylaws relating to action required or permitted to be taken or approved by the members, if any, of this corporation, the activities and affairs of this corporation shall be conducted and all corporate powers shall be exercised by or under the direction of the Board of Directors.

Section 3. Duties

The founding board and working council will need guidance and expertise in order to open a high quality community school. Currently, I am in the process of securing a third-party group to assist with the development of the school:

1. Ensure a sound governance structure and processes are put in place and correctly developed.
2. Ensure that the initial vision (once selected and agreed upon) is correctly executed.
3. Ensure the development team can offer expertise in a variety of areas.

It shall be the duty of the directors to:

- Perform any and all duties imposed on them collectively or individually by law, by the Articles of Incorporation, or by
- these Bylaws;
- Appoint and remove, employ and discharge, and, except as otherwise provided in these Bylaws, prescribe the duties and fix the compensation, if any, of all officers, agents and employees of the corporation;
- Supervise all officers, agents and employees of the corporation to assure that their duties are performed properly;
- Meet at such times and places as required by these Bylaws;
- Register their addresses with the Secretary of the corporation, and notices of meetings mailed or telegraphed to them at
- such addresses shall be valid notices thereof.

Section 4. Term of Office

● Each director shall hold office for a period of ____2 years____ and until his or her successor is elected and qualifies; director shall be able to serve two terms of office at the request of the Executive Director and/or Chair.

Section 5. Compensation

● Directors shall serve without compensation except that a reasonable fee may be paid to directors for attending regular and special meetings of the board. In addition, they shall be allowed reasonable advancement or reimbursement of expenses incurred in the performance of their duties.

Section 6. Place Of Meetings

● Meetings shall be held at the principal office of the corporation unless otherwise provided by the board or at such other place as may be designated from time to time by resolution of the Board of Directors.

Section 7. Teleconference/Virtual Meetings

● The Board may conduct a board meeting concerning the school located in Tennessee by teleconference, videoconference or other electronic means in compliance with Tenn. Code Ann. §8-44-108; except that § 8-44-108(b)(2) and (3) shall not apply to such meeting, if a physical quorum is not present at the location stated in the notice of the meeting.

Section 8. Regular Meetings

- Regular meetings of Directors shall be held on 2nd Monday of each month at __ 5:30 P.M., unless such day falls on a legal holiday, in which event the regular meeting shall be held at the same hour and place on the next business day.
- If this corporation makes no provision for members, then, at the regular meeting of directors held on Monday. Directors shall be elected by the Board of Directors. Voting for the election of directors shall be by written ballot. Each director shall cast one vote per candidate, and may vote for as many candidates as the number of candidates to be elected to the board. The candidates receiving the highest number of votes up to the number of directors to be elected shall be elected to serve on the board.

Section 9. Special Meetings

● Special meetings of the Board of Directors may be called by the Chairperson of the Board and/or the Executive Director Such meetings shall be held at the principal office of the corporation or, if different, at the place designated by the person or persons calling the special meeting.

Section 10. Annual Meetings
● The Board shall meet annually in May or the purpose of organization, appointment of officers, approving the budget, and the transaction of such other business as may properly be brought before the meeting.
Section 11. Notice of Meetings

- Unless otherwise provided by the Articles of Incorporation, these Bylaws, or provisions of law, the following provisions shall govern the giving of notice for meetings of the Board of Directors:
- Regular Meetings. No notice need be given of any regular meeting of the board of directors.
- Special Meetings. At least one week prior notice shall be given by the Secretary of the corporation to each director of each
- special meeting of the board. Such notice may be oral or written, may be given personally, by first class mail, by telephone or by facsimile machine, and shall state the place, date and time of the meeting and the matters proposed to be acted upon at the meeting. In the case of facsimile notification, the director to be contacted shall acknowledge personal receipt of the facsimile notice by a return message or telephone call within twenty-four hours of the first facsimile transmission.

c. Waiver of Notice. Whenever any notice of a meeting is required to be given to any director of this corporation under provisions of the Articles of Incorporation, these Bylaws or the law of this state, a waiver of notice in writing signed by the director, whether before or after the time of the meeting, shall be equivalent to the giving of such notice.

Section 11. Quorum for Meetings
A quorum shall consist of majority of the members of the Board of Directors.
Except as otherwise provided under the Articles of Incorporation, these Bylaws or provisions of law, no business shall be considered by the board at any meeting at which the required quorum is not present, and the only motion which the Chair shall entertain at such meeting is a motion to adjourn.

Section 12. Majority Action As Board Action
Every act or decision done or made by a majority of the directors present at a meeting duly held at which a quorum is present is the act of the Board of Directors, unless the Articles of Incorporation, these Bylaws or provisions of law require a greater percentage or different voting rules for approval of a matter by the board.

Section 13. Conduct of Meetings
Meetings of the Board of Directors shall be presided over by the Chairperson of the Board, or, if no such person has been so designated or, in his or her absence, the Executive Director of the corporation or, in his or her absence, by the Vice Executive Director of the corporation or, in the absence of each of these persons, by a Chairperson chosen by a majority of the directors present at the meeting. The Secretary of the corporation shall act as secretary of all meetings of the board, provided that, in his or her absence, the presiding officer shall appoint another person to act as Secretary of the Meeting.
Meetings shall be governed by Chairperson of the Board, insofar as such rules are not inconsistent with or in conflict with the Articles of Incorporation, these Bylaws or with provisions of law.

Section 14. Vacancies
Vacancies on the Board of Directors shall exist (1) on the death, resignation or removal of any director, and (2) whenever the number of authorized directors is increased.
Any director may resign effective upon giving written notice to the Chairperson of the Board, the Executive Director, the Secretary or the Board of Directors, unless the notice specifies a later time for the effectiveness of such resignation. No director may resign if the corporation would then be left without a duly elected director or directors in charge of its affairs, except upon notice to the Office of the Attorney General or other appropriate agency of this state.
Directors may be removed from office, with or without cause, as permitted by and in accordance with the laws of this state.
Unless otherwise prohibited by the Articles of Incorporation, these Bylaws or provisions of law, vacancies on the board may be filled by approval of the Board of Directors. If the number of directors then in office is less than a quorum, a vacancy on the board may be filled by approval of a majority of the directors then in office or by a sole remaining director. A person elected to fill a vacancy on the board shall hold office until the next election of the Board of Directors or until his or her death, resignation or removal from office.

Section 15. Non-liability of Directors
The directors shall not be personally liable for the debts, liabilities or other obligations of the corporation.
Section 16. Indemnification by Corporation of Directors and Officers
The directors and officers of the corporation shall be indemnified by the corporation to the fullest extent permissible under the laws of this state.
Section 17. Insurance For Corporate Agents
Except as may be otherwise provided under provisions of law, the Board of Directors may adopt a resolution authorizing the purchase and maintenance of insurance on behalf of any agent of the corporation (including a director, officer, employee or other agent of the corporation) against liabilities asserted against or incurred by the agent in such capacity or arising out of the agent's status as such, whether or not the

corporation would have the power to indemnify the agent against such liability under the Articles of Incorporation, these Bylaws or provisions of law.

Article 4 Officers

Section 1. Designation Of Officers

The officers of the corporation shall be an Executive Director, Chairperson, a Secretary and a Treasurer. The officers of the Corporation, in addition to the corporate duties set forth in this Article III, may also have administrative duties as set forth in any applicable contract for employment or job specification.

Section 2. Qualifications

Any person may serve as officer of this corporation.

Section 3. Election and Term of Office

Officers shall be elected by the Board of Directors, at any time, and each officer shall hold office until he or she resigns or is removed or is otherwise disqualified to serve, or until his or her successor shall be elected and qualified, whichever occurs first.

Section 4. Removal and Resignation

Any officer may be removed, either with or without cause, by the Board of Directors, at any time. Any officer may resign at any time by giving written notice to the Board of Directors or to the Executive Director or Secretary of the corporation. Any such resignation shall take effect at the date of receipt of such notice or at any later date specified therein, and, unless otherwise specified therein, the acceptance of such resignation shall not be necessary to make it effective. The above provisions of this Section shall be superseded by any conflicting terms of a contract which has been approved or ratified by the Board of Directors relating to the employment of any officer of the corporation.

Section 5. Vacancies

Any vacancy caused by the death, resignation, removal, disqualification or otherwise, of any officer shall be filled by the Board of Directors. In the event of a vacancy in any office other than that of Executive Director, such vacancy may be filled temporarily by appointment by the Executive Director until such time as the Board shall fill

the vacancy. Vacancies occurring in offices of officers appointed at the discretion of the board may or may not be filled as the board shall determine.

Section 6. Duties of Chairperson

The Chairperson of the Board shall preside at Board meetings and shall exercise and perform such other powers and duties as the Board may assign from time to time. In the absence of the Chair, the Executive Director shall preside at Board meetings and shall exercise and perform such other powers and duties as the Board may assign from time to time. More specifically, the Chair of the Board shall be responsible for: leading the Board to carry out its governance functions; ensuring the Board has approved policies to help ensure sound and compliant governance and management of the organization; partnering with the Executive Director to lead the development and refinement of impact metrics; assessing the performance of the Board and its committees; assuring ongoing recruitment, development, and contributions of Board members; partnering with the Executive Director to help ensure the Board's directives, policies, and resolutions are carried out; working with the Executive Director in cultivating and soliciting major foundation grants and individual gifts; and coordinating an annual performance review of the Executive Director.

Section 7. Duties of Executive Director

The Executive Director shall be the chief executive officer of the corporation and shall, subject to the control of the Board of Directors, supervise and control the affairs of the corporation and the activities of the officers. He or she shall perform all duties incident to his or her office and such other duties as may be required by law, by the Articles of Incorporation or by these Bylaws or which may be prescribed from time to time by the Board of Directors. Unless another person is specifically appointed as Chairperson of the Board of Directors, the Executive Director shall preside at all meetings of the Board of Directors and, if this corporation has members, at all meetings of the members. Except as otherwise expressly provided by law, by the Articles of Incorporation or by these Bylaws, he or she shall, in the name of the corporation, execute such deeds, mortgages, bonds, contracts, checks or other instruments which may from time to time be authorized by the Board of Directors.

In the absence of the Executive Director, or in the event of his or her inability or refusal to act, the Chairperson shall perform all the duties of the Executive Director, and when so acting shall have all the powers of, and be subject to all the restrictions on, the Executive Director. The Executive Director shall have other powers and perform such other duties as may be prescribed by law, by the Articles of Incorporation or by these Bylaws or as may be prescribed by the Board of Directors.

Section 8. Duties of Secretary

The Secretary shall:

Certify and keep at the principal office of the corporation the original, or a copy, of these Bylaws as amended or otherwise altered to date.

Keep at the principal office of the corporation or at such other place as the board may determine, a book of minutes of all meetings of the directors, and, if applicable, meetings of committees of directors and of members, recording therein the time and place of holding, whether regular or special, how called, how notice thereof was given, the names of those present or represented at the meeting and the proceedings thereof.

See that all notices are duly given in accordance with the provisions of these Bylaws or as required by law.

Be custodian of the records and of the seal of the corporation and affix the seal, as authorized by law or the provisions of these Bylaws, to duly executed documents of the corporation.

Keep at the principal office of the corporation a membership book containing the name and address of each and any members, and, in the case where any membership has been terminated, he or she shall record such fact in the membership book together with the date on which such membership ceased.

Exhibit at all reasonable times to any director of the corporation, or to his or her agent or attorney, on request therefor, the Bylaws, the membership book and the minutes of the proceedings of the directors of the corporation. In general, perform all duties incident to the office of

Secretary and such other duties as may be required by law, by the Articles of Incorporation or by these Bylaws or which may be assigned to him or her from time to time by the Board of Directors.

Section 9. Duties Of Treasurer
The Treasurer shall:
Have charge and custody of, and be responsible for, all funds and securities of the corporation, and deposit all such funds in the name of the corporation in such banks, trust companies or other depositories as shall be selected by the Board of Directors. Receive, and give receipt for, monies due and payable to the corporation from any source whatsoever.
Disburse, or cause to be disbursed, the funds of the corporation as may be directed by the Board of Directors, taking proper vouchers for such disbursements.
Keep and maintain adequate and correct accounts of the corporation's properties and business transactions, including accounts of its assets, liabilities, receipts, disbursements, gains and losses.
Exhibit at all reasonable times the books of account and financial records to any director of the corporation, or to his or her agent or attorney, on request therefor.
Render to the Executive Director and directors, whenever requested, an account of any or all of his or her transactions as Treasurer and of the financial condition of the corporation.
Prepare, or cause to be prepared, and certify, or cause to be certified, the financial statements to be included in any required reports.
In general, perform all duties incident to the office of Treasurer and such other duties as may be required by law, by the Articles of Incorporation of the corporation or by these Bylaws or which may be assigned to him or her from time to time by the Board of Directors.
Section 10. Compensation
The salaries of the officers, if any, shall be fixed from time to time by resolution of the Board of Directors. In all cases, any salaries received by officers of this corporation shall be reasonable and given in return for services actually rendered to or for the corporation.

Article 5 Committees

Section 1. Executive Committee
The Board of Directors may, by a majority vote of its members, designate an Executive Committee consisting of 4 board members and may delegate to such committee the powers and authority of the board in the management of the business and affairs of the corporation, to the extent permitted, and except as may otherwise be provided, by provisions of law. By a majority vote of its members, the board may at any time revoke or modify any or all of the Executive Committee authority so delegated, increase or decrease but not below two (2) the number of the members of the Executive Committee and fill vacancies on the Executive Committee from the members of the board. The Executive Committee shall keep regular minutes of its proceedings, cause them to be filed with the corporate records and report the same to the board from time to time as the board may require.
Section 2. Other Committees
The corporation shall have such other committees as may from time to time be designated by resolution of the Board of Directors. These committees may consist of persons who are not also members of the board and shall act in an advisory capacity to the board.
Section 3. Meetings and Action of Committees
Meetings and action of committees shall be governed by, noticed, held and taken in accordance with the provisions of these Bylaws concerning meetings of the Board of Directors, with such changes in the context of such Bylaw provisions as are necessary to substitute the committee and its members for the Board of Directors and its members, except that the time for regular and special meetings of committees may be fixed by resolution of the Board of Directors or by the committee. The Board of Directors may also adopt rules and regulations pertaining to the conduct of meetings of committees to the extent that such rules and regulations are not inconsistent with the provisions of these Bylaws.

ARTICLE 6 - Contracts

Section 1. Contracts with Trustees
The Corporation shall not enter into a contract or transaction in which a trustee directly or indirectly has a material financial interest or with any other corporation, firm, association, or other entity in which one or more of this Corporation’s trustees are trustees or directors and have a material financial interest.
Section 2. Contracts with Non-Trustee Designated Employees
The Corporation shall not enter into a contract or transaction in which a non-trustee designated employee (e.g., officers and other key decision-making employees) directly or indirectly has a material financial interest unless all of the requirements in The Destiny House's Conflict of Interest Code have been fulfilled.

ARTICLE 7 – Loans to Trustee Officers

This Corporation shall not lend money to or guarantee the obligation of a director or officer of the corporation; provided, however, that this prohibition does not apply to: a. Advances to pay reimbursable expenses reasonably expected to be incurred by a director or officer; b. Advances to pay premiums on life insurance if the advance is secured by the cash value of the policy;
c. Advances pursuant to Tenn. Code Ann § 48-58-504; d. Loans or advances pursuant to employee benefit plans; or e. Loans to pay relocation expenses.

Article 8 Execution of Instruments, Deposits and Funds

Section 1. Execution of Documents

The Board of Directors, except as otherwise provided in these Bylaws, may by resolution authorize any officer or agent of the corporation to enter into any contract or execute and deliver any instrument in the name of and on behalf of the corporation, and such authority may be general or confined to specific instances. Unless so authorized, no officer, agent or employee shall have any power or authority to bind the corporation by any contract or engagement or to pledge its credit or to render it liable monetarily for any purpose or in any amount.

Section 2. Checks and Notes

Except as otherwise specifically determined by resolution of the Board of Directors, or as otherwise required by law, checks, drafts, promissory notes, orders for the payment of money and other evidence of indebtedness of the corporation shall be signed by the Treasurer and countersigned by the Executive Director of the corporation.

Section 3. Deposits

All funds of the corporation shall be deposited from time to time to the credit of the corporation in such banks, trust companies or other depositories as the Board of Directors may select.

Section 4. Gifts

The Board of Directors may accept on behalf of the corporation any contribution, gift, bequest or devise for the nonprofit purposes of this corporation.

Section 5. Disbursement of Funds

Financial Transactions which have a value of [$500] or more shall require majority approval of the Board of Directors. In all other transactions, the Executive Director or Board Chairperson may dispense with the funds of the Corporation in accordance with the annual budget approved by the Board of Directors and the purposes of the Corporation as set out in the Certificate of Formation (501 c3) and these bylaws. Notwithstanding the above, all checks of more than $200 disbursing funds from any of the Corporations accounts shall require the signatures of at least two of the following: the Executive Director, Board Chairperson, Secretary, or Treasurer.

Section 6. Grants/Donations

Money from grants/donations will be utilized for maintenance and expenses of the Destiny House as outlined in the annual budget. Any changes will be made by a quorum.

b. General Fund Donations. Donations given for “ANY” purpose. Board must decide where money will be designated i.e. maintenance, expenses, programs, donation’s given for “SPECIFIC” purpose. Any changes will be made by a quorum. c. Grants. All grant monies received must follow grant guidelines, budget, and contract between grantor and grantee.

Money cannot be used for maintenance or expenses of the Destiny House unless previously outlined in the initial agreement. Board cannot change the destination of government or corporate grants unless stated in the signed agreement between the grantor and the grantee.

Article 9 Corporate Records, Reports and Seal

Section 1. Maintenance of Corporate Records The corporation shall keep at its principal office:

d. Minutes of all meetings of directors, committees of the board and, if this corporation has members, of all meetings of members, indicating the time and place of holding such meetings, whether regular or special, how called, the notice given and the names of those present and the proceedings thereof;

e. Adequate and correct books and records of account, including accounts of its properties and business transactions and accounts of its assets, liabilities, receipts, disbursements, gains and losses;

f. A record of its members, if any, indicating their names and addresses and, if applicable, the class of membership held by each member and the termination date of any membership;

g. A copy of the corporation's Articles of Incorporation and Bylaws as amended to date, which shall be open to inspection by the members, if any, of the corporation at all reasonable times during office hours.

Section 2. Corporate Seal

The Board of Directors may adopt, use and at will alter, a corporate seal. Such seal shall be kept at the principal office of the corporation. Failure to affix the seal to corporate instruments, however, shall not affect the validity of any such instrument.

Section 3. Directors' Inspection Rights

Every director shall have the absolute right at any reasonable time to inspect and copy all books, records and documents of every kind and to inspect the physical properties of the corporation and shall have such other rights to inspect the books, records and properties of this corporation as may be required under the Articles of Incorporation, other provisions of these Bylaws and provisions of law.

Section 4. Members' Inspection Rights

If this corporation has any members, then each and every member shall have the following inspection rights, for a purpose reasonably related to such person's interest as a member:

a. To inspect and copy the record of all members' names, addresses and voting rights, at reasonable times, upon written demand on the Secretary of the corporation, which demand shall state the purpose for which the inspection rights are requested. b. To obtain from the Secretary of the corporation, upon written demand on, and payment of a reasonable charge to, the Secretary of the corporation, a list of the names, addresses and voting rights of those members entitled to vote for the election of directors as of the most recent record date for which the list has been compiled or as of the date specified by the member subsequent to the date of demand. The demand shall state the purpose for which the list is requested. The membership list shall be made available within a reasonable time after the demand is received by the Secretary of the corporation or after the date specified therein as of which the list is to be compiled.

c. To inspect at any reasonable time the books, records or minutes of proceedings of the members or of the board or committees of the board, upon written demand on the Secretary of the corporation by the member, for a purpose reasonably related to such person's interests as a member. Members shall have such other rights to inspect the books, records and properties of this corporation as may be required under the Articles of Incorporation, other provisions of these Bylaws and provisions of law.

Section 5. Right To Copy And Make Extracts

Any inspection under the provisions of this Article may be made in person or by agent or attorney and the right to inspection shall include the right to copy and make extracts.

Section 6. Periodic Report

The board shall cause any annual or periodic report required under law to be prepared and delivered to an office of this state or to the members, if any, of this corporation, to be so prepared and delivered within the time limits set by law.

Article 10 IRC 501(c)(3) Tax Exemption Provisions

Section 1. Limitations on Activities

No substantial part of the activities of this corporation shall be the carrying on of propaganda, or otherwise attempting to influence legislation (except as otherwise provided by Section 501(h) of the Internal Revenue Code), and this corporation shall not participate in, or intervene in (including the publishing or distribution of statements), any political campaign on behalf of, or in opposition to, any candidate for public office. Notwithstanding any other provisions of these Bylaws, this corporation shall not carry on any activities not permitted to be carried on (a) by a corporation exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code, or (b) by a corporation, contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code.

Section 2. Prohibition Against Private Inurement

No part of the net earnings of this corporation shall inure to the benefit of, or be distributable to, its members, directors or trustees, officers or other private persons, except that the corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes of this corporation.

Section 3. Distribution of Assets

Upon the dissolution of this corporation, its assets remaining after payment, or provision for payment, of all debts and liabilities of this corporation shall be distributed for one or more exempt purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code or shall be distributed to the federal government, or to a state or local government, for a public purpose. Such distribution shall be made in accordance with all applicable provisions of the laws of this state.

Section 4. Private Foundation Requirements and Restrictions

In any taxable year in which this corporation is a private foundation as described in Section 509(a) of the Internal Revenue Code, the corporation 1) shall distribute its income for said period at such time and manner as not to subject it to tax under Section 4942 of the Internal Revenue Code; 2) shall not engage in any act of self-dealing as defined in Section 4941(d) of the Internal Revenue Code; 3) shall not retain any excess business holdings as defined in Section 4943(c) of the Internal Revenue Code; 4) shall not make any investments in such manner as to subject the corporation to tax under Section 4944 of the Internal Revenue Code; and 5) shall not make any taxable expenditures as defined in Section 4945(d) of the Internal Revenue Code.

Article 11 – Required Reports

Section 1. Annual Report.

The Board shall cause an annual report to be sent to each Director within 120 days after the end of the Corporation’s fiscal year.

Section 2. Annual Statement of Certain Transactions and Indemnifications.

As part of the annual report to all trustees, the Corporation shall, within 120 days after the end of the Corporation’s fiscal year, annually prepare and mail or deliver to each trustee and furnish to each trustee a statement of any transaction or indemnification.

Section 3. Annual Report to the Secretary of State.

The Corporation shall deliver no later than October 1 to the secretary of state an annual report, current as of the date the annual report is executed on behalf of the Corporation, that sets forth:

a. The name of the corporation and the state or country under whose law it is incorporated;

b. The street address, including the zip code, of its registered office, the county in which the office is located, and the name of its registered agent at that office in this state;

c. The street address, including the zip code, of its principal office (and a mailing address such as a post office box if the United States Postal Service does not deliver to the principal office);

d. If a domestic corporation, a statement that the corporation is a public benefit corporation or a mutual benefit corporation;

e. The federal employer identification number (FEIN) of the corporation, or its corporation control number as assigned by the secretary of state.

Article 12 Amendment of Bylaws

Section 1. Amendment

Subject to the power of the members, if any, of this corporation to adopt, amend or repeal the Bylaws of this corporation and except as may otherwise be specified under provisions of law, these Bylaws, or any of them, may be altered, amended or repealed and new Bylaws adopted by approval of the Board of Directors.

Article 13 Construction and Terms

If there is any conflict between the provisions of these Bylaws and the Articles of Incorporation of this corporation, the provisions of the Articles of Incorporation shall govern.
Should any of the provisions or portions of these Bylaws be held unenforceable or invalid for any reason, the remaining provisions and portions of these Bylaws shall be unaffected by such holding.
All references in these Bylaws to the Articles of Incorporation shall be to the Articles of Incorporation, Articles of Organization, Certificate of Incorporation, Organizational Charter, Corporate Charter or other founding document of this corporation filed with an office of this state and used to establish the legal existence of this corporation.
All references in these Bylaws to a section or sections of the Internal Revenue Code shall be to such sections of the Internal Revenue Code of 1986 as amended from time to time, or to corresponding provisions of any future federal tax code.

Article 14 – Fiscal Year

The fiscal year of the Corporation shall begin on each July 1st and end on June 30th of the following year.

ADOPTION OF BYLAWS

We, the undersigned, consent to, and hereby do, adopt the foregoing Bylaws, consisting of ____13___ preceding pages, as the Bylaws of this corporation.
Dated: _____March 09, 2019____ _____
_____LaShundra Richmond_____ Executive Director _____Tamika (TJ) Jefferson_____ Chairperson/Board Director

The Governing Board of Rich ED Academy of Leaders (REAL) ensures that all provisions of the charter are fulfilled in a manner consistent with the spirit and letter of the law. The Governing Board oversees financial management of the school; approves the school budget; and regularly reviews the school's curriculum and calendar, goals, and objectives.
The Governing Board and school leadership of REAL are committed to ensuring that the school's governance and operations are transparent, equitable, and executed efficiently. Parents and stakeholders who have comments or concerns about the school's governance and operations are encouraged to contact Board members directly.
All communication will be kept strictly confidential.

ATTACHMENT F: Board Governance Documents F4. Code of Ethics

CODE OF ETHICS

Members of the Board of Directors:

a. Shall receive no payment of honoraria, excepting reimbursement for expenses incurred in performance of voluntary REAL/The Destiny House activities in accordance with policies.

b. Shall serve REAL/THE DESTINY HOUSE with the highest degree of undivided duty, loyalty, and care and shall undertake no enterprise to profit personally from their position with REAL/THE DESTINY HOUSE.

c. All participants in Board work are bound by this Code of Conduct, Conflict of Interest and Confidentiality policy statements.

d. Shall have no direct or indirect financial interest in the assets or leases of the REAL/THE DESTINY HOUSE; any Director who individually or as part of a business or professional firm is involved in the business transactions or current professional services of the REAL/THE DESTINY HOUSE shall disclose this relationship and shall not participate in any vote taken with respect to such transactions or services.

CONFLICT OF INTEREST POLICY

The purpose of the conflict of interest provisions is to protect the Corporation's interest when it is contemplating entering into a transaction or arrangement that might benefit the private interest of an officer or director of the Corporation or might result in a possible excess benefit transaction. These provisions are intended to supplement but not replace any applicable state and federal laws governing conflict of interest applicable to nonprofit and charitable organizations.

Definitions:

• Interest Person means any director, principal officer, or member of a committee with governing board delegated powers, who has a direct or indirect financial interest, as defined below.

• Financial Interest refers to a person who has a financial interest if the person has, directly or indirectly, through business, investment, or family:

o An ownership or investment interest in any entity with which the Corporation has a transaction or arrangement,

o A compensation arrangement with the Corporation or with any entity or individual with which the Corporation has a transaction or arrangement, or

o A potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which the Corporation is negotiating a transaction or arrangement.

• Compensation: Direct and indirect remuneration as well as gifts or favors that are substantial in nature.

Procedures:

(a) Duty to Disclose. In connection with any actual or possible conflict of interest, an interested person must disclose the existence of the financial interest and be given the opportunity to disclose all material facts to the directors and members of committees with governing board delegated powers considering the proposed transaction or arrangement.

(b) Determining Whether a Conflict of Interest Exists. After disclosure of the financial interest and all material facts, and after any discussion with the interested person, he/she shall leave the Board of Directors or committee meeting while the determination of a conflict of interest is discussed and voted upon. The remaining board or committee members shall decide if a conflict of interest exists.

(c) Procedures for Addressing the Conflict of Interest.

1. An interested person may make a presentation at the Board of Directors or committee meeting, but after the presentation, he/she shall leave the meeting during the discussion of, and the vote on, the transaction or arrangement involving the possible conflict of interest.
2. The Board of Directors or committee shall, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement.

3. After exercising due diligence, the Board of Directors or committee shall determine whether the Corporation can obtain with reasonable efforts a more advantageous transaction or arrangement from a person or entity that would not give rise to a conflict of interest.

(d) Manner of Approval. A transaction in which a director or officer of the Corporation has a conflict of interest may be approved if:

1. A more advantageous transaction or arrangement is not reasonably possible under circumstances not producing a conflict of interest, the Board of Directors or committee shall determine by a majority vote of the disinterested directors whether the transaction or arrangement is in the Corporation's best interest, for its own benefit, and whether it is fair and reasonable. In conformity with the above determination it shall make its decision as to whether to enter into the transaction or arrangement; or

2. Approval is obtained from the Attorney General of the State of Tennessee, or from a court of record having equity jurisdiction in an action in which the Attorney General is joined as a party.

(e) Violations of the Conflicts of Interest Policy.

1. If the Board of Directors or committee has reasonable cause to believe a person has failed to disclose actual or possible conflicts of interest, it shall inform the person of the basis for such belief and afford the person an opportunity to explain the alleged failure to disclose.

2. If, after hearing the person's response and after making further investigation as warranted by the circumstances, the Board of Directors or committee determines the member has failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.

ATTACHMENT F: Board Governance Documents F6. Board Member Resumes

TJ JEFFERSON
PO Box 902150l Memphis, TN 38190
404-913-2122
tljefferson2@gmail.com

Management Skills

- Reliable and technically skilled leader and professional with a versatile initiative-driven, administrative support skill set developed through experience as a business owner, sitting on nonprofit boards and leadership positions.
- Diligent in resolving challenges with simple solutions, efficiency improvements, maintaining budgets, and proven customer satisfaction at the forefront.
- Offer advanced computer skills in MS Office Suite, Social Media, Digital Media, and other applications/systems.
- Customer-Service Focused Records Management
  Staff Development & Training

Key Skills
Report & Document Preparation
Inventory Management Proficient Researcher

Experience
FRESH TOUCH PUBLICITY, Memphis, TN 2011-2019
Principal Owner

- Manage a staff of one and two interns to assist clients with growing their businesses through media interviews, media and crisis prevention training, creating websites, hosting events, trainings, etc.
- Write monthly blogs, host webinars and send out weekly email tips to help small business owners.
- Create LIVE communication/marketing/branding/social media presentations for small businesses and nonprofit organizations.
- Develop and execute social media strategies on behalf of clients.
- Responsible for managing time sheets and salaries in an efficient manner.
- Got profiled in local newspaper for company's annual fundraiser.

COPART, INC, Savannah, GA
Office Manager 2006-2011

- Managed an immediate staff of four in the office, and assisted with managing a yard staff of four
- Maintained accounts receivable and payable, trained & evaluated staff, handled staff time sheets, etc.
- Consistently lead team to high quarterly, corporate audit scores, as well as, conducted daily audits with entire facility staff with an average of score of 2.8 out of 3.0.
- Received three peer awards and one from upper management
  SUNTRUST BANKS, INC, Atlanta, GA 2003 to 2005
  Head Teller
- Coordinated the daily operations of teller row by assigning duties and encouraged advertising current promotions
- Accurately maintained and documented the main vault's cash controls of over $100K daily by ordering, selling, and buying money, with the vault's bottom line always balanced

- Proficiently cashed and deposited checks in accounts of private citizens and corporations
- Helped drive a 15% increase in customer satisfaction (as measured by a customer survey in 2004).

Education

TENNESSEE STATE UNIVERSITY — Nashville, TN
Bachelor of Science- Speech Communication & Theatre — 2000-2004

Current/Previous Board Positions

YMCA Davis Branch, Board Member
Memphis Urban League Young Professionals, Social Media Manager
Mid-South Food Bank, Communications Committee
Agape Christian Counseling Center, Board Chair

Yukeshi Curry
1486 Apple Grove Dr
Cordova, TN 38016
901.574.1411
YukeshiCurry29@gmail.com

OBJECTIVE

Continue to prove myself as a multi-tasking self-starter with an astute attention to detail and organization, in a challenging position within a team that will allow me to contribute my eight years of experience and expertise in: staff management, customer service, research, analytics, departmental budgeting, and process improvement.

EMPLOYMENT

Wal-Mart Stores, Inc. Memphis, TN (January 2012-Current)
Project Specialist

- Organize, maintain, and validate budget and reports for the entire Point of Sale Department ($100 million). Worked very closely with the Sr. Director of the department to ensure the target budget was hit, and cash flow was according to standards.
- Act as a liaison between Senior Director of Point of Sale and direct reports (managers).
- Compile status reports for 5+ managers and senior managers for Sr. Director of Point of Sale.
- Create PowerPoint Presentations for Quarterly meetings, VP meetings, as well as Status meetings within the Point of Sale Department.
- Manage decrease area Incident Tickets and maintain regular reports to show steady progress.
- Manage area Defects in HPALM, create reports in excel to show progress and maintain steady decrease.
- Working remotely performing all job aforementioned functions.

Wal-Mart Stores, Inc. Bentonville, AR (January 2010-January 2012)
Senior Systems Administrator

- Organize, maintain, and validate budget and reports for the entire Security Department ($92 million). Worked very closely with the VP of the department to ensure the target budget was hit, and cash flow was according to standards.
- Assist with the migration of IE8 into the Security Department.
- Act as a liaison between Senior Director of Security and direct reports.
- Compile status reports for 5+ managers and senior managers for Vice President of Security.
- Create PowerPoint Presentations for Quarterly meetings within the Security Department.
- Manage 2 Operational Support and 2 Development Project for the Security Access Control Team. All projects came in under budget and ahead of schedule.
- Create Business Requirements Documents, Document of Understandings, Project Management Plans, Budget Analysis, Technical Design Documents, and Use Cases.
- Began working remotely in November 2010 performing all previous job functions.
- Attended Project Management 201, Open Workbench Training, Women of Walmart Seminar.
- Participate in the Unity Resource Group, Women's Resource Council, and the Meals on Wheels Volunteer efforts.

Wal-Mart Stores, Inc. Bentonville, AR (February 2009-January 2010)
Systems Administrator

- Enter budget lines, validate amounts, create pivot tables to show comparisons between fiscal years for a ($92million budget).
- Produce budgeting reports for Senior Director of Security.
- Create a Project Management Scorecard to provide visibility to the managers and directors of their status and weaknesses.
- Act as a liaison between Senior Director of Security and direct reports.
- Compile status reports for 5+ managers and senior managers for Vice President of Security.
- Create PowerPoint Presentations for Quarterly meetings within the Security Department.
- Project Management using Clarity: creating documents of understanding, lessoned learned documents, attending and approving change council, estimating budgets and hours to get tasks completed.
- Assist with the migration of Office 2007 into the Security Department.

- Received Associate of the month in May 2009; received Breakthrough Award in Dale Carnegie in October 2008; attended Project Management 101 and Project Management Overview.

Wal-Mart Stores, Inc. Bentonville, AR (January 2007-February 2009)
Advanced Programmer

- Initialize external vulnerability scans for the company to maintain compliancy with Federal Standards for more than 8 countries (Argentina, Brazil, Canada, Central America, China, Japan, Mexico, Puerto Rico, and the United Kingdom).
- Coordinated domestic vulnerability and penetration scans for Payment Card Compliancy (PCI).
- Create Remedy Tickets for various teams to have vulnerabilities to remediate, and followed up to make sure the issues were corrected prior to a rescan.
- Review Security Risk and Compliance Forms to make suggestions/recommendations/requirements about the risks pertaining to the information presented to the company, and ways to mitigate them.
- Processing Security Waivers to assist departments in getting to a conflicting deadline by creating a timeline to help surpass obstacles.
- Host meetings with different customers from various departments to come to a consensus about the outcome of projects and a timeline.
- Working in a collaborative effort to get the Security Risk and Compliance Reviews online; revamping documents, categorizing requirements, standards, and policies.
- Analyze Microsoft Tuesday Patches with a company rating, present to CompuCom to determine a timeline for installing patches.

EDUCATION

Bachelor of Science, Concentration: Computer Science
Tennessee State University Nashville, Tennessee December 2006

Masters in Business Administration, Concentration: Business Administration
University of Phoenix Rogers, Arkansas January 2010

Technical Skills

C#	C/C++		Clarity
Project Management	Technical Writing	Analysis	
SharePoint	Visual basic	Visio	
MS Office	Remedy		

*References available upon request.

April Terrell, MPA

4789 Painted Oak Cove • Memphis, TN. 38116 • (901) 604-4330 • terrellapril@yahoo.com

Executive Director leading an organization that supports youth with individualized counseling service for college navigation. An innovative thinker assisting youth in four different Memphis high schools in making decisions, solving problems, analyzing, and evaluating the best outcome for their college endeavors.

Education

Tennessee State University – Nashville, TN — December, 2009

Masters of Public Administration – 3.5 GPA

Tennessee State University – Nashville, TN — December, 2007
Bachelor of Science in Political Science
Cum Laude- 3.4 GPA

Core Competencies

- Student advocate
- Program design/management
- Curriculum development
- Proficient with Microsoft Office
- Proficient with Naviance
- Career and academic plans
- Relationship building
- Mission-driven
- Organizational skills

Work Experience

The College Initiative
Interim Executive Director — **2018-Present**

Develop, maintain, and support a strong board of directors; actively engaging with our board in order to fulfill The College Initiative's mission, vision, and financial stability; securing a diverse number of financial resources and fundraising activities to support programs; ensuring ongoing programming with our partner schools; actively engaging with The College Initiative's volunteers, parents, community partners and funders; recruit and develop strong talent that will engage with our students and schools.

The College Initiative
Program Associate — **2015-2018**

Provide high school students, grades 9-12, with tools to prepare and succeed in college. Provide students with ACT/SAT prep, college application assistance, scholarship assistance, financial aid literacy, and support students once transitioned to college.

Shelby County Schools — **2014**
Family and Community Engage Specialist/AmeriCorps VISTA

Researched current and planned research-based strategies within iZone schools; solicited resources to support iZone schools; recruited and organized community partners to provide literacy, math, and science training for iZone staff; partnered with local colleges and alumni to recruit volunteers as academic tutors in programs developed by iZone instructional staff.

Memphis Gun Down — **2014**
Safe Summer Coordinator/AmeriCorps VISTA

Identified and secured resources in addition to creating partnerships with the City of Memphis and various organizations; coordinated and implemented the Safe Summer Initiative targeted to Frayser and South Memphis communities by focusing on events geared towards youth, young adults, and families.

Urban Youth Initiative **2012-2014**
Volunteer Coordinator/AmeriCorps Vista

Conducted community asset mapping to identify available resources involving youth development and violence prevention; created partnerships, engaged volunteers, and developed sustainable programming models in order to facilitate the Frayser Youth Council; as well as assisted with the coordination, recruitment and facilitation of the Mayor's Youth Social Media Team under Memphis Gun Down.

VOLUNTEER EXPERIENCE

United Way of the Mid-South **2011-Present**
Allocations Committee Member

Review funding applications, budgets and policies, perform site visits, and make funding recommendations for non-profit organizations working with children and families.

Jamal Whitlow

Business Development

CONTACT

Address: 3067 Wickham
Memphis, TN 38118

Phone Number: 901.240.3981

Email: JamalWhitlow@gmail.com

SKILLS

Excellent Written & Verbal Communication
Diplomatic
Detail Oriented
Resourceful
Public Speaking

Brand Development
Sales & Marketing
Fundraising
Consumer Engagement
Management
Research

Education

University of Tennessee at Chattanooga
College of Business
Chattanooga, Tennessee
2003-2005

Leadership

The New Tri-State Defender Men of Excellence 2013

Memphis Urban League Young Professional Agent of Change Awardee 2012

Memphis Urban League Young Professionals, Social & Cultural Events Chair 2012-2014

Hattiloo Theater Young Professional Council 2015– 2016

Beale Street Tourism Development Board 2016-2017

Very competent with over 7 years of business development, marketing, sales and management. Utilizing cultural communication patterns, values, and behaviors to create and execute strategic strategies, while building industry rapport. Strong reputation for balancing priorities, adhering to strict deadlines, thriving in high pressure environments and delivering measurable results to clients.

EXPERIENCE

YOUTH PROGRAM SPECIALIST WORKFORCE INVESTMENT NETWORK,
2015- CURRENT

- Manage over 300,000 dollars in grant allocations, by providing support to service providers by way of initial intake, enrollment in fundable activities and program exit with measurable deliverables.
- Recruit local business to create temporary positions for fall, spring and summer employment opportunities. Created to give participants experience and exposure to in demand industries.
- Coordinate and create social experiences focused on professional development to enhance program participant loyalty and successful outcomes.
- Read, interpret, apply and disseminate federal regulations pertaining to WIOA fundable activities.

FOUNDER & CREATIVE DIRECTOR, PRIVILEGED MEMPHIS
2014-CURRENT

- Coordinate and develop organizational short term and long term goals both objectively and financially in accordance to the mission and initiatives. In addition to maintaining relationships with key influencers, venues and the business community.
- Develop sponsor and investment opportunities to provide to support internal initiatives, generate revenue while maintaining tangible benefits for all parties involved.
- Create, prioritize and execute the organization's day-to-day operations which include creating marketing and promotional materials; meeting with potential sponsors; various brands and artists to negotiate pricing; and benefits that fulfill the needs of a client and/or the Privileged brand.
- Responsible for streamlining the organization's access to diversified talent and influential community leaders to ensure all brands are equally parallel.

BUSINESS ACCOUNT EXECUTIVE, COMCAST BUSINESS
2013-2014

- Listened attentively to clients to understand complex verbal instructions regarding their specific telecom needs.
- Communicated with multiple decision makers in a group setting by utilizing different reference points to deliver a universal message to facilitate a transaction.
- Develop distinct marketing strategies, specific to my assigned territory.
- Maintained a 90% sales average generating an average of $2,000 in monthly sales.
- Managed spending account for client meetings, luncheons and travel.

Jamal Whitlow

Business Development

Milestones

Memphis Urban League Social & Cultural Chair

Created and managed the organization's staple fundraiser Mixology. Raising over $13,000 in a two year time period.

Privileged Memphis

Created the Annual Privileged Music Fest Beale St. Handy Park. Sponsored by the Downtown Memphis Commission.

Professional Collaborations

Shelby County Schools

Designed a 4 week Leadership Conference for High School Students.

Shelby County Young Democrats

Event Management and Design for annual fundraiser Obama Day Dinner

EXPERIENCE

SHELBY COUNTY CLERKS OFFICE, INVENTORY CONTROL SUPERVISOR
2011-2013

- Create and implement policy and procedures for the County Clerk's office as it pertains to motor vehicle plates and decals.
- Generate reports for the state recording all scrapped, damaged, missing plates and decals as well as handicap placards.
- Monitor inventory count and maintain records of all locations: prepare requisitions for internal and state recordings.
- Negotiate pricing with vendors as it pertains to routine facility cleaning.
- Train Title Clerks and Branch Supervisors on new inventory procedures.

FOUNDER & MARKETING DIRECTOR, 207 ENTERTAINMENT
2005-2012

- Assessed the cultural affinity on the college campuses of various Tennessee public universities. Segmented the target audience based on organizational affiliation such as fraternities, sororities, and student leadership for strategic advertisement.
- Developed and oversaw marketing material publication for events in both Chattanooga and Memphis.
- Negotiated artist contracts and riders with artist management for investors and club owners within financial budgets and guidelines. scheduled radio interviews and other appearances while in the market for artists and event promotions. Secured promo rates and deals when artist where in the market.
- Maintain and cultivate relationship with managers, label representatives, assistants and other points of contact for celebrities, public figures and organization leaders.
- Integrated the organization's brand within student organization activities by strategically adding an entertainment platform for student organization's to increase participation.
- Created operation budgets for events with over 300 attendees with strict control to ensure profit and event quality.

MANAGEMENT TRAINEE, ENTERPRISE RENT A CAR
2007 -2009

- Assisted management in resolving customer issues that required accelerated critical thinking to guarantee 100% customer satisfaction. The strategic foundation of the organization's success.
- Maintained 97% sales average yielding in the top 20% of employee sales ranking.

REFRENCES AVAILABLE UPON REQUEST

ZENOBIA R. JACKSON
WELLNESS CONSULTANT

OBJECTIVE
Professional and engaging holistic wellness trainer with 12 years experience of instructional classroom teaching and 6 years of mentoring elementary through college aged students. Seeking to motivate and inspire clients to reach their full potential, using their innate power to unlock their possibilities.

SKILLS & ABILITIES
- Great Communication Skills
- Problem – Solving Skills
- Positive Attitude
- Self-Confident
- Ability to Accept and Learn From Criticism

VITALS

856 Pebble Creek Cove North

Hernando, MS 38632

T: (662) 209-1707

E: p3consult4u@gmail.com

EXPERIENCE

P3 CONSULTING & DEVELOPMENT
JANUARY 2017 - PRESENT
Provide comprehensible and practical trainings, design labs, and conferences to assist in the development of our leaders and future leaders. I help them discover the power in their purpose which unlocks their endless possibilities.

SHELBY COUNTY SCHOOLS, MEMPHIS, TN
DECEMBER 2018 – PRESENT
Provide assistance to teachers as it relate to their teacher – student relationships. Assist in building healthy school and classroom morale. Gang interventionist.

SOLID FOUNDATION COMMUNITY DEVELOPMENT CORPORATION, TUNICA, MS
AUGUST 2012 – PRESENT
Program Director for the Butterfly Project Mid-south mentoring program. Build awareness self and community for the youth in Tunica County and the mid-south through mentoring and youth development trainings (www.supportbp.com)

TUNICA COUNTY SCHOOLS, TUNICA, MS
AUGUST 2012 – MAY 2015
6th grade ELA teacher at Tunica Middle School. Developed lesson plans, adapt curriculum to meet individual student needs, and utilize effective teaching techniques in translating lesson plans into productive student learning experiences. Maintain classroom organization and discipline. Established effective rapport with students and motivate students to develop skills and attitudes that supported their future.

ICS HEADSTART, LEAD TEACHER, TUNICA, MS
SEPTEMBER 2009 – APRIL 2012
Responsible for overseeing and directing the planning, organizing, and implementation of education services for children.

2

ZENOBIA R. JACKSON
WELLNESS CONSULTANT

EDUCATION

UNIVERSITY OF MISSISSIPPI, OXFORD, MS

- BS LIBERAL ARTS May 2008

COMMUNICATION

- Jack-n-Jill of America training - November 2017
- ABC 24 News - January 2018
- Delta Sigma Theta Memphis Alumni Chapter Oratorical Clinic January 2018
- Butterfly Project PURITY Weekend – February 2018
- Recipient of the Distinguished Toastmasters Award – April 2018

LEADERSHIP

- Purpose-Power-Possibilities Specialist
- Founder and Program Director of The Butterfly Project
- President of Tiger Toastmasters Club
- Co-Pastor of Vessels of Mercy North Ministries

REFERENCES

MR. KELVIN BATES, PRINCIPAL LOWRANCE MIDDLE
(901)-416-2330

DR. RHONDA SHAW, FEDERAL PROGRAM ADVISOR, SHELBY COUNTY SCHOOLS
(901)626-0568

MRS. GWENDOLYN TUCKER, NAWBO PRESIDENT MEMPHIS CHAPTER
(901)619-7050

Keshia Giboney

Administrative Coordinator

3605 Huckleberry
Memphis TN 38116
(901) 438-2386
mskeshiag@yahoo.com

Objective

Obtain a position with a company where I can maximize my administrative & management skills, quality assurance, customer service and program development experience and expertise.

EXPERIENCE

SOUTHSIDE WILDCATS Non-profit organization, Memphis Tn
- Fundraiser manager

Volunteer

06/2016 - PRESENT

- Mentor underprivileged youth
- Tutor youth in language arts
- Create parent activities to help promote community involvement
- Create & execute concepts & logistics of all fundraising events
- Secure sponsors
- Apply for grants
- Recruit, provide guidance & train volunteers
- Creating and implementing volunteer action plan
- Creating partnership with local companies
- Working with other team members to host fundraising events.
- Write grants

Tennessee Achieves, Memphis Tn - Mentor

09/2014- PRESENT

- Mentor high school seniors
- Plan and coordinate curriculum and activities person to college
- Partner with 2 year college programs to offer free tuition
- Locate volunteer opportunities to help students meet the requirements
- Make sure students meet all requirements & deadlines to earn scholarship
- Meet with parents, students & high school counselors to provide oversight of new and helpful information
- Track students 1st year college progress

F&H Stone, 235 Cumberland Memphis Tn 38112 - Administrative Coordinator

09/2009- Current

- Manage all aspects of the office
- Act as human resource by recruiting, interviewing, hiring & training, handling benefits , leave request, and all insurance matters
- Accounts receivables , to include invoicing, reconciliation, bill payment, QuickBooks,
- Create and maintain file system
- Daily use of Microsoft office programs to create records, e-mail correspondence, data entry, quotes, memos proposals, track daily reports & log inventory
- Answer multi line phone systems
- Interact with customers & vendors daily
- Sales & marketing
- Daily use of internet, copier fax machine & scanner
- Resolve both customer & employee complaints
- Scheduling
- Adhere to deadlines

Children Cottage, 3381 Barron Ave Memphis Tn 38111 - Pre-k teacher

40 hr/week

03/2007 - 09/2009

- Create and implement lesson plans
- Test and assess student progress
- Take child care courses
- Create a safe learning environment
- Daily interaction with parents
- Engage students in learning activities
- Prepare students for kindergarten

EDUCATION

Victory University , Location - BA- Humanities

01/ 2008 - 05/2012

Frederick Bernard Holmes

9284 Front Nine Drive * Lakeland, TN 38002 * 901-628-8612 * holmes.frederick@gmail.com

Summary of Qualification

I am a highly-skilled, enthusiastic, and student-centered administrator seeking to contribute my expertise and passion as a transformational leader with a positive, productive, and innovative school organization. I have extensive experience in Data Driven Instruction, Master Scheduling, Restorative Justice Practices and Positive Behavior Interventions and Supports, Teacher Professional Development, Instructional Observations, Coaching, and Real-Time Practicing of next steps and push areas. I have evaluated teacher performance using The Teacher Effective Measures (TEM) Rubric and The KIPP High Impact Instructional Practices (HIIP) Rubric. I provide trust-based professional leadership centered around transparency and accountability grounded in values, goals, expectations and results. I consistently provide relevant affirming and adjusting feedback that is evidence-based and aligned to agreed performance and developmental goals. I believe teams are built on trusting relationships, and that a clear understanding of purpose and open communication among peers, subordinates, parents, children and community stakeholders are the foundation for successful school operations and culture. I practice servant and transformational leadership that is vision and mission aligned to organizational values, goals, and priorities. Student achievement is the critical interface for school success, and I have exceeded goals and expectations set throughout my fifteen years as a teacher, leader, and administrator. My talents, practices, and experiences have been an instrumental part of teams that have successfully turned around four schools from possible closure to high performing institutions. I have relevant knowledge of STEM, Common Core Assessments, AllinLearning Assessment System, Discovery Assessment System, Illuminate, Schoolzilla, Kickboard, Online Learning Platforms (Plato, Angel, and Blackboard LMS), PowerSchool, Power Teacher, and Microsoft Office Suite. My teaching certifications are Science 7 -12 and Biology. I currently hold a Superintendent's Endorsement and a K-12 Administrator License.

Professional Experience

Ridgeway Middle IB School Professional Learning Communities- Coach - Memphis, Tennessee (July 2018 – Present)

- Create, manage, execute weekly agendas for PLC Meetings, Faculty Meetings and biweekly ILT Meetings
- Execute all essential functions of ILT: Meetings, CPLs, Walkthroughs and monitor schoolwide Data towards SMART Goal Attainment
- Manage and execute schoolwide Testing as the Building Test Coordinator: NWEA, NAEP and TNReady with average participation rate of 98%
- Manage and coordinator of school partnerships with Seeding Success and Achievement Network
- Observed, coached and evaluated 35 teachers/counselors
- Manage and execute School Improvement Plan and Title I Budget of $300,000.00
- Create and lead weekly Professional Development centered around DDI, high-quality first teaching and a Book Study on The Five Dysfunctions of a Team by Patrick Lencioni

Jacksonville Lighthouse College Prep Academy Charter Principal – Jacksonville, Arkansas (July 2017 – June 2018)

- Provided leadership and management during a 190-day calendar for students, a 230-day calendar for teachers and a 245-day calendar for direct report administrators. Created and facilitated a 20-Day Summer PD/ Onboarding Session for new and returning teachers
- Communicated weekly through Remind Messenger with parents and community regarding daily events at school; with staff using a weekly communication called the Weekly Howl and presented a monthly board report of the progress and highlights for the school.

ATTACHMENT F: Board Governance Documents

F7. Board policies, including policies on open meetings and open records

OPEN BOARD MEETING POLICY

The annual meeting of the Board of Directors shall occur in the last quarter of the fiscal year. There shall be at least 10 other regular meetings of the Board held each year. Adequate notice shall be given to each Director prior to the date of every regular meeting of the Board. Notice to the public of annual and regular meetings shall be given in accordance with the Tennessee Annotated Code 88-44-103.

The minutes of a meeting of any such governmental body shall be promptly and fully recorded, shall be open to public inspection, and shall include, but not be limited to, a record of persons present, all motions, proposals and resolutions offered, the results of any votes taken, and a record of individual votes in the event of roll call in accordance with Tennessee Annotated Code 8-44-104.

Additionally, all votes of any such governmental body shall be by public vote or public ballot or public roll call. No secret votes, or secret ballots, or secret roll calls shall be allowed. As used in this chapter, "public vote" means a vote in which the "aye" faction vocally expresses its will in unison and in which the "nay" faction, subsequently, vocally expresses its will in unison.

Special meetings of the Board of Directors may be called by the Chair or by a majority of the Board filing a written request for such a meeting with the Chair and stating the object, date, and hour therefore, due notice having been given each Director five (5) calendar days prior to the meeting. Notice to the public of special meetings shall be given in accordance with Section 8-44-103 of the Tennessee Open Meeting Act. Special Meetings can be held via telephonic conference calls provided all Board of Directors have received proper Notice

A quorum is two/thirds (2/3) of the directors then in office shall constitute a quorum for the transaction of business at any meeting of the Board of Directors, provided, that if less than a third of Directors are present at said meeting, a majority of the Directors then present may adjourn the meeting. The act of a majority of the directors present at a meeting at which a quorum is present shall be the act of the Board of Directors, except where otherwise provided by law or by the Charter or by these Bylaws.

The President of the Corporation shall preside at all meetings of the Members or, in the absence of the President, the President-Elect shall preside. The Secretary of the Corporation shall act as the Secretary at all meetings of the Members, but in the absence of the Secretary, the presiding officer may appoint any person to act as Secretary of the meeting.

At any meeting of the Members, each Member present in person or by proxy shall be entitled to one vote. Actions carried shall be in accordance with Quorum as set forth. Blank votes or abstentions shall not be counted in the number of votes cast.

Any action required to be taken at a meeting of the Board of Directors of the Corporation, or any other action which may be taken at a meeting of Board of Directors, may be taken without a meeting if a consent in writing, setting forth the action so taken, shall be signed by all of the directors entitled to vote with respect to the subject matter thereof.

Board Meetings

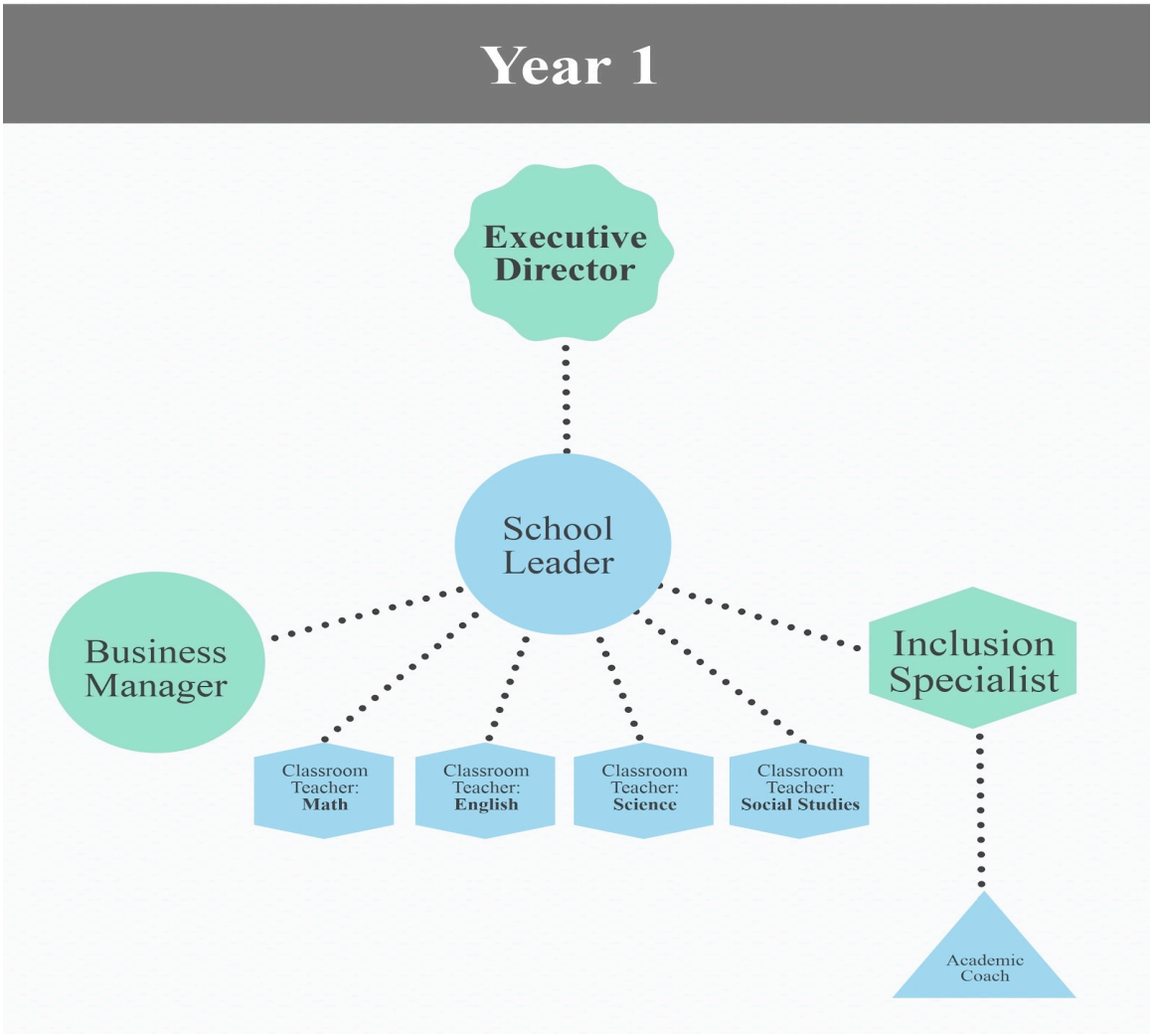
In accordance with state law and stipulations in the school's charter, REAL's quarterly Governing Board meetings are open to the public. Anyone may attend; giving notice to school staff or board members is not necessary. Meetings are held at the school on the 2nd Monday of each month at 5:00 pm, unless otherwise noted, beginning Monday-July 10, 2018.

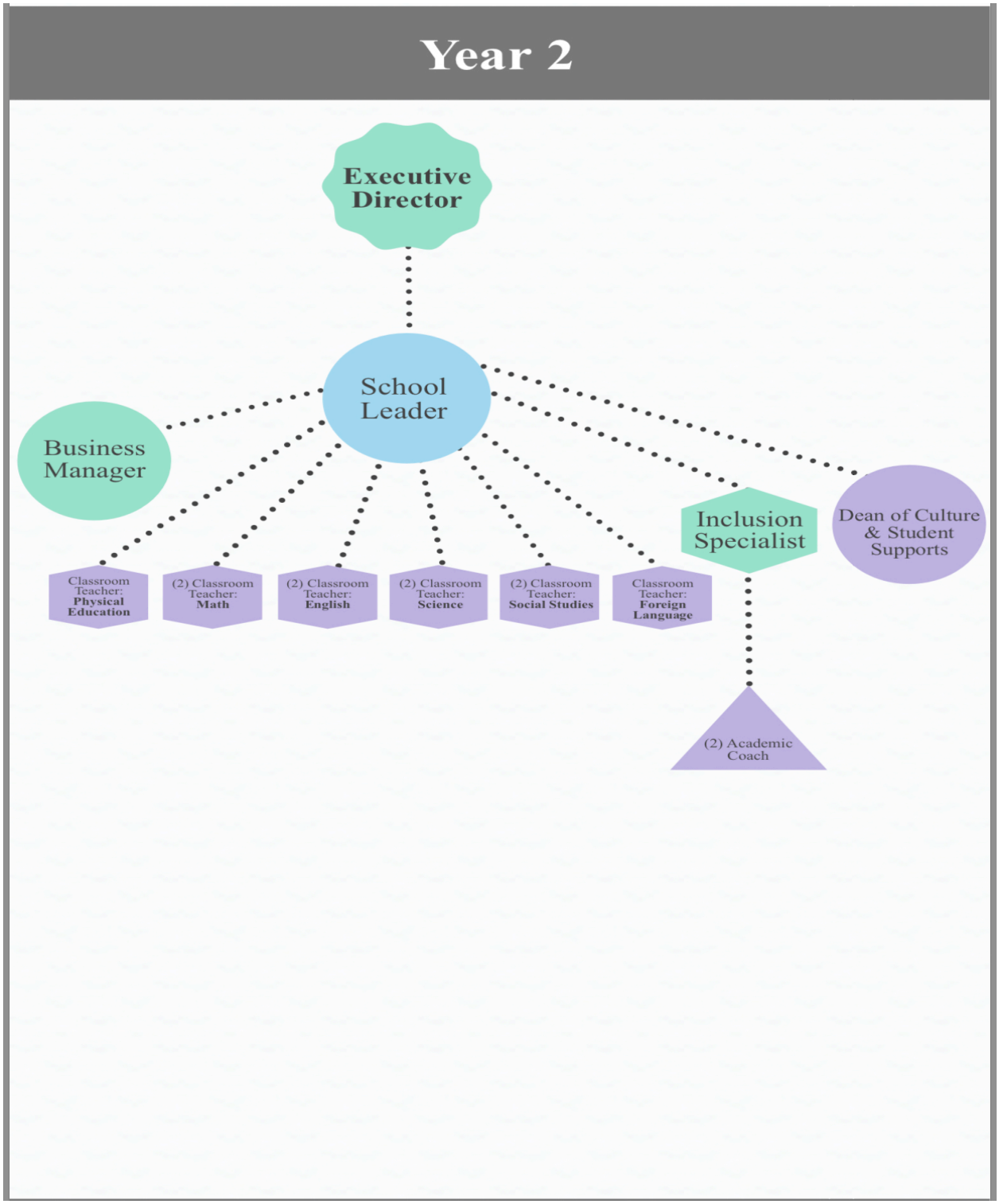
Board Policies

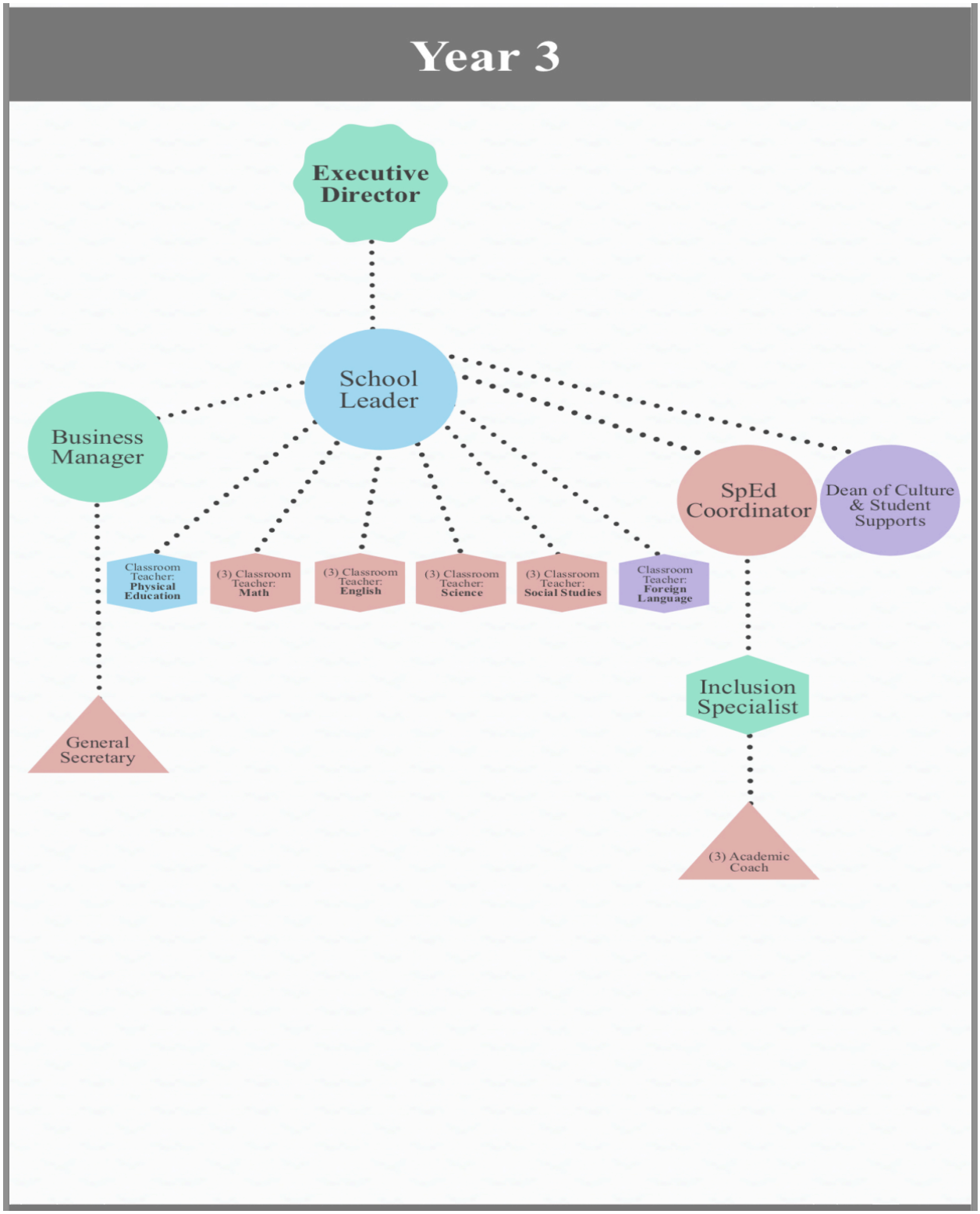
The Governing Board has established school policies based on REAL's charter and in consultation with school leadership. State law stipulates that charter schools must make these policies available to the public.

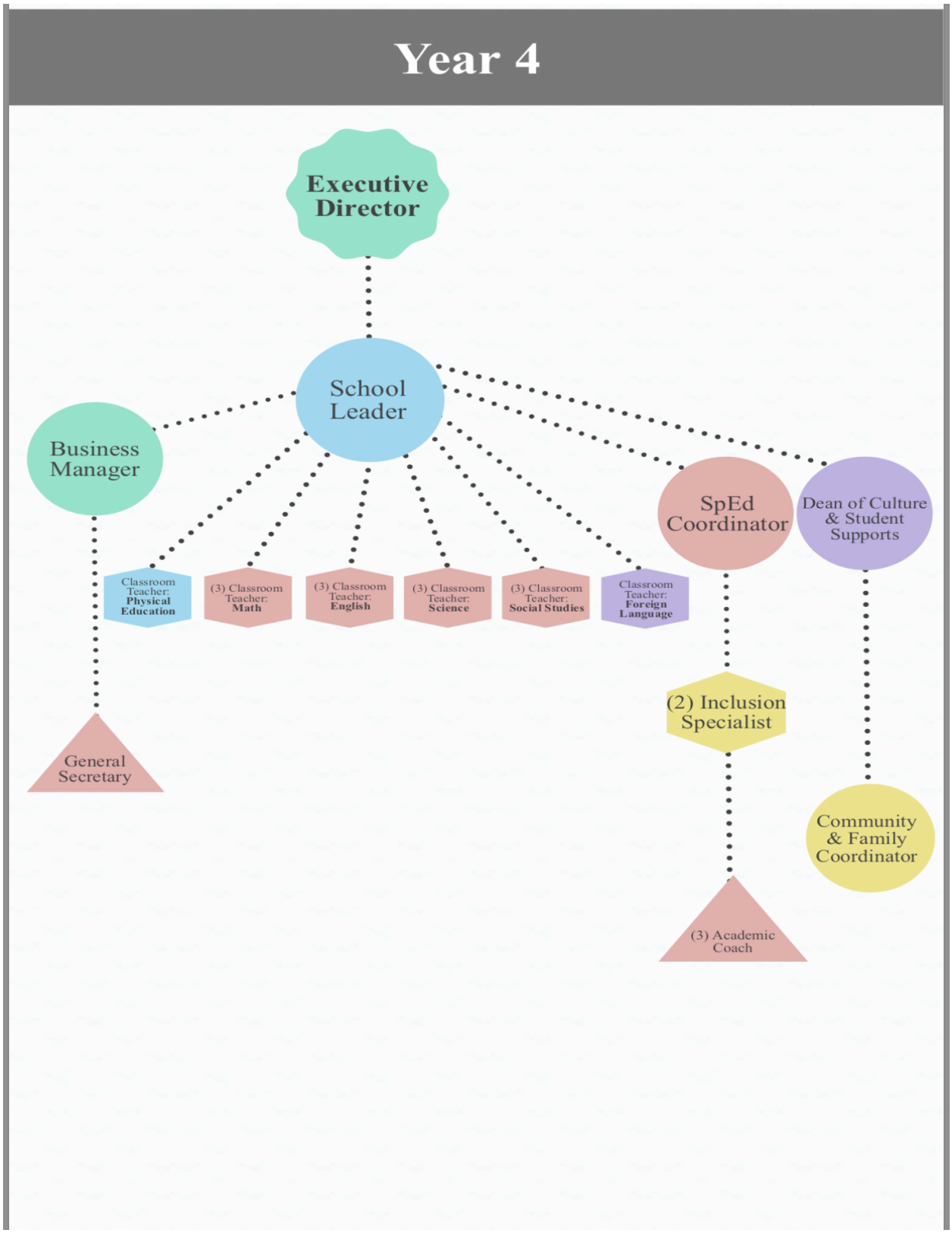
ATTACHMENT G: School Organizational Chart

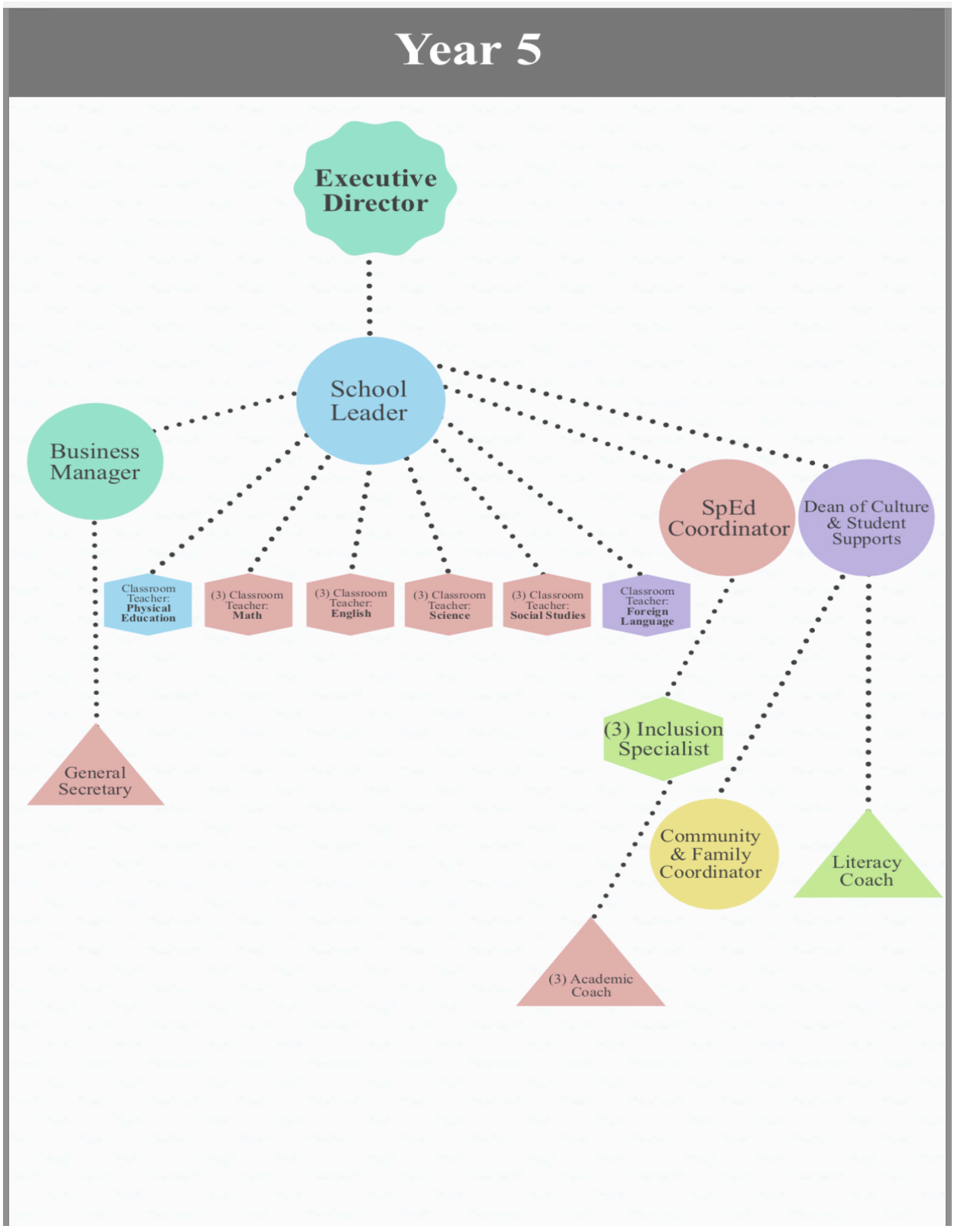
Organizational Chart




Year 2
Executive Director
School Leader
Business Manager
Inclusion Specialist
Dean of Culture & Student Supports
Classroom Teacher: Physical Education
(2) Classroom Teacher: Math
(2) Classroom Teacher: English
(2) Classroom Teacher: Science
(2) Classroom Teacher: Social Studies
Classroom Teacher: Foreign Language
(2) Academic Coach


Year 3
Executive Director
School Leader
Business Manager
SpEd Coordinator
Dean of Culture & Student Supports
Classroom Teacher: Physical Education
(3) Classroom Teacher: Math
(3) Classroom Teacher: English
(3) Classroom Teacher: Science
(3) Classroom Teacher: Social Studies
Classroom Teacher: Foreign Language
General Secretary
Inclusion Specialist
(3) Academic Coach


Year 4
Executive Director
School Leader
Business Manager
SpEd Coordinator
Dean of Culture & Student Supports
Classroom Teacher: Physical Education
(3) Classroom Teacher: Math
(3) Classroom Teacher: English
(3) Classroom Teacher: Science
(3) Classroom Teacher: Social Studies
Classroom Teacher: Foreign Language
(2) Inclusion Specialist
General Secretary
Community & Family Coordinator
(3) Academic Coach


Year 5
Executive Director
School Leader
Business Manager
SpEd Coordinator
Dean of Culture & Student Supports
Classroom Teacher: Physical Education
(3) Classroom Teacher: Math
(3) Classroom Teacher: English
(3) Classroom Teacher: Science
(3) Classroom Teacher: Social Studies
Classroom Teacher: Foreign Language
General Secretary
(3) Inclusion Specialist
Community & Family Coordinator
Literacy Coach
(3) Academic Coach

ATTACHMENT H: Founder/Executive Director & School Leader Resumes

LASHUNDRA D. RICHMOND

Improving Performance • Enhancing Programs • Inspiring Systemic Change

3592 Graceland Dr. | Memphis, TN 38116
c: (901) 830-1674
e: richedconsulting@gmail.com

PROFICIENT & WELL-ROUNDED EDUCATIONAL SERVANT LEADER

I am a highly-motivated and purposely-driven Educational Leader with a passionate commitment to my community's growth and development; skilled in organizational planning and structural design; possess outstanding communication skills and good time-management; presents information in a myriad of facets, collaborates with others and establishes productive & efficient relationships.

HIGHLIGHTED PROFESSIONAL EXPERIENCE

High Tech High/High Tech High Graduate School of Education — San Diego, CA
Resident Leader | New School Creation Fellow — August 2018-Present

HopeWorks-Adult Education — Memphis, TN
Instructor — March 2017-July 2018

The Black Alliance for Educational Options (BAEO) — Washington, DC
TN BAEO Deputy Director — September 2015-June 2016
Family & Community Organizer — January 2014-September 2015

Achievement School District — Memphis, TN
Frayser Achievement Academy — May 2013-September 2013
Founding Director of Service & Community

AmeriCorps VISTA-Tennessee Campus Compact — Memphis, TN
District Coordinator-Community Relations — May 2012-May 2013

Rich Enhancement Development — Memphis, TN
Interim Director/Program Coordinator — April 2011-November 2011

Memphis City schools — Memphis, TN
Economics & Government Instructor — August 2010-June 2011
Social Studies Teacher — August 2009 – May 2010

EDUCATION

High Tech High, Graduate School of Education-Master's in Educational Leadership (*graduation date, June 2019)*
Ed.S., Teacher Leadership-Walden University-April 2013
M.A.T., Curriculum & Instructional Leadership-University of Memphis, Memphis, TN – May 2009
B.S., Political Science-Tennessee State University, Memphis, TN – May 2006

EDUCATIONAL RESEARCH

The Role and Impact of Cultural Competency in the Urban Learning Environment with Emphasis on the Charter School Movement
Using Differentiated Instruction to Drive Student Achievement
The Need for Integrated Services in the Urban Learning Environment

Lytania Y. Black
3579 Coleman
Memphis, TN 38122
901-314-7389 or 901-310-4071
lytaniab@gmail.com

PROFESSIONAL EXPERIENCE

HOPEWORKS ADULT EDUCATION — July 2016 to Present
Memphis, TN 38109

ASSISTANT DISTRICT COORDINATOR. Responsible for assisting the AE District Coordinator in providing a program-wide educational atmosphere where adult students have the opportunity to fulfill their potential by earning a high school equivalency diploma and/or improving basic skills in math, language, science, social studies and reading and/or showing level gain through the six levels as defined by the National Reporting System (NRS). Assist in scheduling classes and monitoring classroom instruction to ensure that appropriate curriculum and teaching methods are used and that students are achieving academically and attaining their goals. Responsible for assisting the AE District Coordinator in organizing and implementing an instructional program that will meet the needs of the adult students. Implements and monitors classroom instructional activities to ensure a climate where students are actively engaged in a meaningful learning experience. Assists in assessing changing curricular needs and offers plans for improvement using the current curriculum developed by the DAE. Provides training for these changes. Conducts and/or monitors staff in presenting Adult Education Orientation and Testing using CASAS and Official Practice Tests. Promotes a positive environment throughout the program so that students are encouraged to be actively engaged in the learning process. Assumes responsibility for meeting performance goals in his/her course and assist teachers in meeting program-wide goals set by the National Reporting System (NRS).

LEAD TEACHER. Observe department members in the classroom to determine sources of frustration and possible solutions. Provide support and feedback to teachers to assist him/her to improve best practices. Split time between working in classrooms and coaching other teachers. Offer direction in areas like course planning, professional development, special education, standardized testing improvement or other subjects, depending on the needs of the department. Serve as liaisons between teachers and administrators. Member of the Tennessee Instructional Leadership Team, assist in vetting and selecting the best curriculum and textbooks for the Adult Education Department for the state of Tennessee. Assist with testing in state prisons in Shelby County, Tipton County, and Lauderdale County.

SOUTHERN AVENUE CHARTER SCHOOLS — July 2013 to June 2016
Memphis, TN 38134

PRINCIPAL. Supervise 65 professional and classified staff members, including selecting or recommending selection, training, assigning and evaluating work, and counseling teachers as needed. Seek to maintain an atmosphere conducive to good teacher-teacher and teacher-administrator relationships. Plans, evaluates and recommends school-wide programs, policies, goals and objectives. Ensure that all Board and administrative policies are effectively explained and implemented. Oversee school attendance and truancy status. Direct the developments of master schedule and plans; develop staffing patterns as deemed necessary. Maintain high standards of student code of conduct which focuses on preventions, communicating with parents and redirection of students; enforces discipline policy as needed, complying with due process and rights of students in a result of expulsion. Provide proactive, comprehensive and consistent leadership for the school in the planning and implementation of challenging curriculum; observes classroom environment and makes recommendations for improvement in instruction and class management as needed. Supervise and participate in the preparation and maintenance of all records and reports as required by law, Board policies and administrative directives. Review, approve, helps in planning and exercise ultimate supervision over all school programs, clubs, special services, projects, events and publications; provide leadership and administrative support to volunteers, parent-teacher organization officers and members of outside stakeholders, coordinate school activities with those of other schools as appropriate; attend special events sponsored by community partners; encourage teacher participation in school and/or school-related activities. Monitor and manage quarterly budget. Verify all accounts payable and orders from outside vendors.

CURRICULUM COORDINATOR/COMPLIANCE COACH. Manage Title I (Federal Funding) annual budget. Manage and monitor Title I compliance and reimbursement request. Work with the leadership team to providing support for teachers and other academic staff. Conduct needs assessment and devise strategizing and evaluation process of students performing below grade level. Identify, plan, organize and conduct professional development opportunities relevant to school, classroom and individual needs. Research, identify and model best practices. Assist teacher teams in creating, administering, and analyzing data gathered from the results of common formative assessments. Collect lesson plans from teachers provide feedback in a timely manner and provided copies to Principal. Collect, organize and complete information necessary for reports and evaluations.

MEMPHIS CITY SCHOOLS — October 2003 to June 2013
Memphis, TN 38112

PROFESSIONAL DEVELOPMENT COORDINATOR. The Professional Development Coordinator plan, implement and monitor professional learning opportunities for teachers, school administrators, and selected district staff. Make sure the PD opportunities were appropriate and necessary for the group being train. Research, plan, implement and monitor the effectiveness of diverse professional learning opportunities for principals, district staff and teachers. Interpret data to determine if the appropriate professional development recommendations for schools with the needs of teacher and students. Collaborate with principals to ensure that school professional development plans are aligned with the needs of teachers and students.

MATH COACH. Support to teachers in the full implementation of the State and District adopted Mathematics program. Assist classrooms teachers with diagnosing areas of need and planned appropriate instruction and intervention to meet the individual needs of students. Meet regularly with teacher and/or department teams to review data, guide planning, and ensure that mathematics strategies are used effectively in classroom instruction. Led the analysis of all data related to student mathematics achievement and support staff is using this data in instructional decision making. Provide weekly reports documenting activities used to support the improvement of teaching and learning at assigned school(s). Campus Assessment Coordinator, Stanford Math Coordinator.

ADMINISTRATOR IN TRAINING. Serve as administrator in charge of school in absence of assistant principal; may routinely supervise some segment of school staff such as custodians. Supervise students and enforced appropriate disciplinary measures depending upon the infraction. Help supervise bus line-up, loading/unloading procedures; help coordinate requests for student transportation for athletic trips and field trips. Schedule school activities and outings. Supervise student activities, safety, and security on school campus. Recruit and evaluated teachers and other academic staff. Incorporate creativity in planning for the teachers. Participate in professional learning, and other trainings as deemed necessary by the Principal and Assistant Superintendent of Curriculum and Instruction.

TEACHER. Prepare and deliver lesson plans that meet the Standards for the State of Tennessee. Created and customized assignments that are student friendly. Make sure that each child is provided with necessary instruction to comprehend the information being presented. Provide modification for the student(s) experiencing problem with comprehending. Report grades and administrative duties in a timely manner. Make weekly contact with each of the student's in my classroom parents.

UNIVERSITY OF PHOENIX — April 2009 to August 2013
Cordova, TN 38018

COLLEGE ALGEBRA INSTRUCTOR. The Instructor delivers quality instruction ensuring student satisfaction by instructing students in a classroom or laboratory setting according to program objectives and course syllabi. Teach material from approved curriculum in accordance with assigned schedule to ensure student satisfaction. Assist students in achieving completion of objectives. Provide regular and timely feedback to students. Motivate students to actively participate in all aspect of the educational process. Maintains and reports student grades and attendance in accordance with company policies. Complete professional development and in-service activities in accordance with college standards. Participate in department curriculum meetings.

EDUCATION

University of Phoenix — April 2010- Present
Online
Doctor of Education in Educational Leadership

University of Phoenix — March 2007-April 2008
Online
Master of Ed. Administration/Supervision

University of Phoenix — February 2005 – May 2006
Online
Master of Ed. Curriculum Instruction

University Of Memphis — June 2004 – May 2005
Memphis, TN — Mathematics (Endorsement)

Literacy Volunteer of America — April 2003
Clifton, TN
Certified Tutor Trainer

Crichton College — August 2001 to September 2003
Memphis, TN 38112
Elementary Education Certification Program

Belhaven College — July 1996 to February 2000
Memphis, TN 38122
Bachelor of Business

Dale Carnegie — May 2016
Effective Communication and Human Relation

ATTACHMENT I: Employee Manual/Personnel Policies

Rich ED Academy of Leaders (REAL)

The 21st century educational incubator for girls

2021-2022

Faculty Policy Handbook

Employment Manual

Note

The content of a manual does not constitute nor should it be construed as a promise of employment or as a contract between Rich ED Academy of Leaders (REAL) and any of its employees.

Rich ED Academy of Leaders at its option, may change, delete, suspend or discontinue parts of the policy in its entirety, at any time without prior notice.

Introduction

This document has been developed by the Rich ED Academy of Leaders' Administrative team in order to familiarize our employees with information about our working conditions, key policies, procedures, and benefits that govern employment practice and expectations. This handbook is intended to support Administration, Faculty, Staff, Parents and Students.

Employees will receive an orientation of the policies and procedures of Rich ED Academy of Leaders during the first week of employment. All employees are required to sign the document included acknowledging that you received a copy of this document. If you have any questions about the content included, please contact your administrative leader immediately.

Welcome

Welcome to Rich ED Academy of Leaders (REAL), the 21st century educational incubator for girls. We are elated to have you join our team. It is our goal to provide every child who is entrusted in our care, with a high quality education, and develop female students that will become successful citizens that make valuable contributions to society by being well-rounded individuals with a sense of pride in themselves, their community, and work. We will work as a team to ensure students experience academic and social success. With you on our team, we are sure to increase the child's learning capacity by providing an exciting comprehensive program of excellence in academics, creative arts, social and cultural development. We look forward to a highly productive school year.

Our Mission

Rich ED Academy of Leaders (REAL) is an educational incubator for girls that inspires them to become creative thinkers, innovators, and courageous leaders to meet the challenges of their time. As an educational incubator, REAL creates *an intentionally structured and personalized learning community for girls* where their gifts are cultivated, identities developed, and their dreams are celebrated and believed in enough to come true. Every day in our quest to achieve this mission we provide each and every girl the quality instruction and equitable support required to thrive in the 21st century. The educational program is defined by rigorous curriculum standards to ensure all students meet or exceed local, state and national academic standards. REAL focuses on enhancing the learning capabilities of all learners.

REAL seeks to provide girls with rigorous and relevant academic and workplace skills, preparing its graduates for postsecondary success and productive citizenship. Rich ED Academy of Leaders (REAL) focuses on enhancing the learning capabilities of all learners. The school serves girls from across the city and uses a liberal arts infused curriculum to teach subject-area content and 21st century competencies. The school believes that every girl should be prepared for both the world of college and meaningful careers when they exit REAL's middle school (6-8) educational program. A liberal arts curriculum challenges students to think creatively, develop strong analytical thinking skills, and problem-solve. It is also interdisciplinary in nature. Students can then apply what they learn in the classroom and develop transferable skills for a rapidly changing global economy. Every day, girls thrive in an environment filled with creative projects, interactive lessons, rigorous academics, challenging competitions, and teachers who know and understand them as individuals.

Our History

Rich ED Academy of Leaders (REAL) was founded in 2019 and will be opened in July 2021 to serve female students from across the city. REAL is a single gender, small learning community for girls in grades 6-8th chartered to open and operate by Shelby County Schools and the Tennessee Department of Education. REAL was established by a diverse group of community stakeholders who have a passion for female students receiving a gender-specific quality education. REAL provides a unique and achieveable route to success towards that goal. The founding stakeholders' desire is to provide a safe learning environment for students by offering a high-quality, researched-based, data-driven education as a 21st century, educational incubator.

Philosophy of the School

At REAL, we believe that every girl has the potential to be an academic achiever and a leader and we "*learn by doing; daily."* This firm belief in the promise and potential within each girl undergirds our resolve to offer girls an engaging and rigorous academic experience that prepares them for college completion, grounds them in civic responsibility, and positions them for successful careers in a competitive, knowledge-based global industries.
REAL invests in innovative school elements to enrich the educational experience of girls:

- We believe that every child has an obligation and a duty to learn, and we have the responsibility to teach that child.
- We believe that a child's mind is like an "empty vessel" waiting to be filled.
- We believe that every child can learn and be successful in a learning environment that is safe, non-threatening, and cognitively compatible.

- We believe that success in the middle school grades is crucial to the success of students once they've matriculated into high school. A child who learns and succeeds early increases her learning capacity forever.
- We believe that learning deficits can be prevented through early intervention as well as improved curriculum and instruction individual attention, and strong support systems. Even though, REAL begins at the 6th grade, we are committed to assessing students to ensure we provide the adequate support for their learning needs.
- We believe it is our responsibility to meet each child on their level and provide the educational experiences necessary to ensure that she has the tools to be academically, creatively, socially and culturally successful.
- We believe that it is the responsibility of the teacher to provide students with engaging work, to facilitate student learning, growth and development that ensures that the students not only listened to content but are able to apply what is being taught.
- We believe that technology plays an integral part in the lives of everyday citizens in this new and competitive global economy.

School Profile

- REAL is an all-girls school—the second single-gender, secondary public school in the state of Tennessee.
- REAL's college preparatory curriculum is to prepare girls for 21st century careers and position our community to remain competitive in an increasingly complex global economy.
- REAL faculty use creative teaching methods that reflect girls' specific learning styles.
- REAL harnesses technology to support girls' learning and provides a laptop for each students' educational use at school**.**

Changes in Policy

While every effort is made to keep the contents of this document current, Rich ED Academy of Leaders reserves the right to modify, suspend, or terminate any of the policies, procedures, and/or benefits described in the manual with or without prior notice to employees.

The Governing Body

Board of Directors for Rich ED Academy of Leaders Charter School is constituted and functioning. Listed below are their names, titles, and experience. Each member listed has a proven record of community involvement and concern for the education of our children, specifically female students. The Governing Board of Directors is fully capable of leading our schools towards excellence and providing breadth of educational opportunities for our children.

The Board of Directors meets the third Monday of the month (once a quarter) at the school or by conference call. (August, November, February, and May)

TJ Jefferson-Board Chair

Jamal Whitlow-Founding Board Member

Donald Batiste-Founding Board Member

Yukeshi Curry-Founding Board Member

Keshia Giboney-Founding Board Member

Carlo Foster-Founding Board Member

Tracy Richard, Esq.-Founding Board Member

Fred Holmes-Board Member

Zenobia Jackson-Board Member

April Terrell-Board Member

REAL Administration, Faculty and Staff

This section may change at any time to support our organizational needs. Changes include employee name changes, employment status, organizational role modifications and staff termination and additions.

Ms. LaShundra D. Richmond	Founder/Executive Director
Mrs. Lytania S. Black	Founding Head of School
	Curriculum/SPED Coordinator
	Dean of Student Supports & Culture
	Business Manager
	General Secretary
	LBD Math-6
	LBD Science 6
	LBD Social Studies 6
	LBD English/Language Arts
	Academic Coach 6
	Educational Specialist

Employment Policies
Employment Classification

Employees of Rich ED Academy of Leaders are classified as: Full-time, Part-time and categorized as “exempt” or “non-exempt.” This is necessary because, by law, employees in certain types of jobs are entitled to overtime pay for hours worked in excess of forty (40) hours per workweek.

Team members who are NOT Rich ED Academy of Leaders Charter School employees are classified as contractors or professional services providers. If you are not an employee of Rich ED Academy of Leaders, you are not eligible for holiday pay, paid time-off, and insurance. REAL is not responsible for any government or statement assistance upon separation of services.

Probationary Period for New Employees

Rich ED Academy of Leaders monitors and evaluates new employees’ performance for 90-days to determine whether further employment in a specific position is appropriate.

Performance Evaluation

Evaluation of an employee’s job performance is a continuous process that focuses on instructional and student learning improvement and strategies. Performance evaluation is based on an employee’s assigned job duties and other job-related criteria. All employees will participate in the evaluation process with the administration of Rich ED Academy of Leaders.

Written evaluations are completed and approved by REAL, Shelby County Schools, and the State of Tennessee. Reports, verbal correspondence, and memoranda also can be used to document performance information. All employees will receive a copy of their written evaluation, have a performance conference with administration, and get the opportunity to respond to the evaluation. If a conflict isn’t resolved, employees have the right to escalate their concern to the next leader in command ended with a Board decision.

Equal Employment Opportunity

Rich ED Academy of Leaders Charter School is a federally funded program that does not discriminate against any employee or applicant because of race, color, religion, sex, age, national origin, disability, military status, or on any other basis prohibited by law. Employment decisions are made on the basis of each applicant’s job qualifications, experiences, abilities, merit and business needs, and not on race, color, citizenship status, national origin, ancestry, gender, sexual orientation, age, weight, religion, creed, physical, or mental disability, marital status, veteran status, political affiliation, or any other factor protected by law.

Employees with questions or concerns about discrimination on the basis of race, color, religion, sex, national origin, age, or military status should contact the Executive Director.

Employee Background Check

At any time, Rich ED Academy of Leaders Charter School may conduct a job-related background check. A comprehensive background check may consist of prior employment verification, professional reference checks, education confirmation, and credit check.

Criminal Records

When appropriate, a criminal record check is performed to protect Rich ED Academy of Leaders Charter Schools’ interest and that of its employees and clients.

Employment Duration

All REAL employees are contractors sign a contract outlining their role within the organization, salary, compensation, etc. The duration of all contracts are limited to 1-school year. At the end of each contract, administration may submit a letter of intent not to extend a contract for any reason. A letter of intent is not to renew a contract but is a decision to separate employment and is not considered a termination. All employees should receive a 30-day notice.

As with all unresolved employment incidents, you have a right to present your position to administration for reconsideration.

Exit Interview

In a voluntary separation situation, the Human Resource person or Administrator (Executive Director), may decide to conduct an exit interview to discuss the employee's reasons for leaving and any other impressions that the employee may have.

Return of Company Property

Any property issued to employees, such as computer equipment, keys, parking passes or company credit card, must be returned to the School at the time of departure. Employees will be responsible for any lost or damaged items.

Personnel Records and Administration

The task of handling personnel records and related administrative functions is the responsibility of the Human Resources team. Personnel files will be kept confidential at all times and include some or all of the following documents:

- Salary information including any State or Federal wage adjustments.
- Medical information voluntarily shared internally; REAL medical conductions is privileged information between its employee and healthcare providers.
- Any background information collected as part of standard employer protocol.

Change of Personal Data

Any change in an employee's name, address, telephone number, marital status, dependents, or insurance beneficiaries, or a change in the number of tax withholding exemptions, needs to be reported in writing without delay to the Human Resources team.

Employee Compensation

Compensation Policies

Each employee's salary and wages are paid in accordance with administrative guidelines and a pay structure established for each position. All positions are classified as either exempt or non-exempt according to federal law. Professional and Administrative employees are generally classified as exempt and are paid monthly salaries, and are not entitled to overtime compensation.

ATTACHMENT J: Insurance Coverage

DOUGLAS & GREER, INC.
Insurance & Bonds

6263 POPLAR AVENUE, SUITE 1000
MEMPHIS, TENNESSEE 38119
TEL 901-767-3083
FAX 901-761-1871

February 19, 2019

Rich ED Academy of Leaders (REAL)
Ms. LaShundra Richmond
3592 Graceland Dr
Memphis, TN 38116

Ms. Richmond,

After reviewing the initial information you have provided, I would estimate the total annual insurance expense for the proposed Rich ED Academy of Leaders (REAL) to be no more than $21,000 for the initial year of school. The coverage's that would be provided are as follows:

- General Liability - $2,000,000 aggregate limit / $1,000,000 occurrence limit
- Umbrella Coverage - $5,000,000 (This provides an additional $5,000,000 coverage limit above the Auto Liability, Professional Liability, General Liability, Sexual Abuse/Molestation Liability and Employers Liability.)
- Professional Liability (which includes Directors & Officers Liability, Employment Practices Liability) - $1,000,000 limit
- School contents (property) coverage – Replacement Cost Coverage
- Employers Liability/Workers Compensation coverage - $1,000,000 limit
- Sexual Abuse/Molestation coverage - $1,000,000 limit
- Automobile Liability - $1,000,000 limit for any hired and non-owned autos.
- Surety bonds pursuant to TN Code Annotated §49-13-111(n)

The insurance provider will notify the Department of Education within ten (10) days of the cancellation of any insurance it carries on the Charter School, pursuant to Tenn. Code Ann. §49-13-107 (b) (19).

Please contact me with any questions you may have.

Sincerely,

Andy Stogner
Douglas & Greer, Inc.
Insurance & Bonds since 1948

Attachment O: Planning and Budget Worksheet (see attached below)

ATTACHMENT P: Budget Narrative

Introduction. This narrative is for proposed financial activity for Y0 – Y5. It details enrollment and student population assumptions, a summary of revenue and expense assumptions, a discussion of sustainability, cash flow, and finally, contingency plans.
Enrollment and ADM Assumptions. We have assumed the following enrollment plan below when creating a five-year outlook:

Grade Level	Year 1	Year 2	Year 3	Year 4	Year 5
6	112	112	112	112	112
7		112	112	112	112
8			112	112	112

We plan to temporarily locate in the Uptown Community in the 38107-zip code, and recruit students primarily from surrounding neighborhoods. Between each school year, we will backfill any attrition from the previous year to ensure each grade level maintains enrollment aligned with the table. For Basic Education Program (BEP) projections, we have taken a conservative approach. This provides the school some cushion should enrollment not meet the projections above.

I. **Budget Assumptions**

Pre-Opening Budget

The pre-opening budget includes costs for three staff positions for ½ of the year – Executive Director, Lead Teacher, and Business & Operations Manager. Pre-opening costs also include estimated costs for consultants including a curriculum consultant, attorney as well costs for training for planning & design team. Other costs include marketing materials, furniture, technology, and office costs for start-up team. Total pre-opening costs are projected as $152,314.

Costs are planned to be funded by an initial funding of $10,000 by the REAL Board with additional funding from the Walton Family Foundation ($250,000 total with approximately $150,000 to be used during pre-opening with $100,000 to be used in Year 1). The school is also planning to apply for the CSP grant but has not included that funding in this budget.

Should the school receive lower funding than described above, pre-opening costs will be adjusted down and the REAL Board will increase its funding up to $50,000, if needed.

Years 1-5 Budget

Revenue:

Year 1 will begin with four 6th grade classes totaling 112 students. Four 7th grade and four 8th grade classes will be added in years 2 and 3, respectively. Total projected enrollment for years 1-5 is as follows: year 1 – 112; year 2 – 224; year 3 to 5 – 336.

Budget assumes BEP funding of $8,782/student plus $245/student for BEP Capital Outlay and an additional $218/student for transportation beginning in year 2. The budget does not assume any increases in BEP per pupil funding.

Budget assumes Title I funds of $250/student and IDEA B funds of $1,500/SPED student. Projections also assume NSLP funds for 79% of student enrollment using rates of $2.14/breakfast and $3.31/lunch.

Revenue projections also include $25,000 per year from Board fundraising as part of the Annual REAL Deal Campaign.

Expenses:

Staffing & Benefits

Below is a list of staffing positions and the year 1 salaries for each position. FTEs for each position and year are included in the budget template.

Executive Director - $90,000
School Leader - $75,000
Business & Operations Manager - $60,000
SPED Coordinator - $60,000
Dean of Culture & Student Support - $45,000
Community & Family Coordinator - $35,000
Teachers - $45,000
Academic Coaches - $20/hour
Inclusion Specialist - $45,000
Literacy Coach - $45,000
School Secretary - $30,000

Salaries are budgeted to increase by 2% in year 2 & 3, zero increase in year 4; 5% increase in year 5.

Payroll taxes and employee benefits were budgeted as follows: Social security – 6.2%; Medicare – 1.45%; SUI - $200/employee; workers comp – 2%; medical/dental/vision insurance assumes total cost of $7,039/employee with employee contributing 20% for net cost to school of $5,631; 403b or 401k retirement plan with 5% school contribution

Contracted Services

Below is a brief summary of the contracted services included in the budget:

SPED Services – includes estimated costs for PT, OT, SLP, diagnostician services
Assessment & Evaluation – includes estimated costs for SIS, assessment & evaluation tools and software
Nursing Services – includes costs of contracted nursing services Well-Child
Transportation – assumes busing will be provided beginning in year 2 and one bus will be added to the budget.
Food Service Management – includes costs of contracted food service management including on-site staff to serve meals
Information Technology – includes contracted IT support for both student and staff networking and equipment issues
Professional Development – includes training for instructional and support staff
Copier, Internet/Phone/Cell – includes costs for copier, telephone, internet, cell phone
Financial & Payroll Services – contracted services for full-service accounting, payroll, and financial reporting
Audit Services – includes cost of annual financial audit
Legal Fees – includes estimate of potential legal fees, if required
Insurance – includes cost of property and liability insurance premiums

Supplies & Materials

Below is a summary of budgeted costs included in Supplies & Materials:

Curriculum – Online Learning Platform/Blended Learning Software at $89 per student
Student supplies – estimate for classroom supplies - $125/student
Faculty supplies – estimate $200/FTE
Student laptops – estimate $300 per new student
Faculty laptops – estimate $500 per new faculty member
Office supplies – estimate $5,000 for administrative staff
Marketing materials – estimate $1,000 for student and staff recruitment supplies

Facility & Related Expenses

Rent – the school is planning to rent space at from New Beginnings Church with an initial year 1 annual rent of $10,000 with escalations of up to $50,000 in annual rent.
Utilities – includes estimated costs for electricity and natural gas
Custodial – estimate for contracted custodial services including custodial supplies
Waste – estimated costs for waste disposal services
Faculty furniture – estimate $3,000 for furniture for new staff
Student furniture – estimate $7,500 per new classroom
Internet/Network Equipment – estimate $5,000 for initial installation
Other Equipment – cafeteria – estimate $15,000 for cafeteria seating and small equipment such as heating tables
Tenant Improvements – budgeted for potential improvements to rented facility although not expected
Repairs – estimate for general unexpected repairs & maintenance

Other Charges

Authorizer fee of the lesser of 3% or $35,000
Estimated costs for student & staff recruitment and parental engagement

II. Budget Contingency

The annual budget will be prepared using conservative assumptions regarding student enrollment, BEP funding, federal funding, and expenses. When budgeting expenses, the school will err on the side of budgeting higher usage and higher per unit costs. In addition, the expense budget will contain a reasonable contingency for unforeseen expenses.

If a budget short-fall arose due to lower enrollment, the school should be able to reduce staff accordingly and/or combine positions where possible. If the school experiences reduced funding for other than reduced enrollment, the school will identify certain non-instructional costs including facility, busing, and school administration costs that will have a minimum effect on the quality of education if reduced or eliminated. Negotiating reduced costs with some vendors is also possible for one-time events. During the budget process, the school will identify "discretionary" expenses that could be eliminated if the school was required to reduce overall costs.

III. Financial, Accounting & Payroll Services

The school will engage an experienced financial service provider to ensure a strong foundation for effective school operations. The schools will contract with Michael Dunn of Dunn Financial Solutions, LLC (DFS). DFS currently provides financial services for five charters school in Louisiana and has done so since 2013. The DFS team has over 50 years of combined accounting & financial experience. Both Michael Dunn and Javonda Mickens have bachelor's

degrees in accounting. Mr. Dunn also has an MBA in Finance and is a CPA who is a member of the AICPA's Not-For-Profit Section. Mr. Dunn was previously the CFO for KIPP New Orleans.

DFS will use MIP Fund Accounting as its accounting and financial reporting software. DFS will configure the software in accordance with the requirements of the charter authorizer in order to allow for proper financial reporting.

The accounting & financial services provided by DFS include but are not limited to:

- CFO/Controller services
- Payroll processing
- Accounts payable and accounts receivable processing
- Perform monthly financial closing including reconciliation of all required accounts
- Prepare monthly financial statements for REAL management and Board of Directors, including narrative
- Report financial results to the REAL Board on regular basis
- Prepare interim financial reports for submission to charter authorizer
- Assist with the preparation and submission of annual operating budget
- Assist with the preparation of federal, state, and private grant budgets
- Review and make recommendations to financial, operating processes and procedures
- Prepare documentation for annual financial audit including A-133 audit, if required
- Create and draft long-term financial forecasts as required
- Special financial projects

IV. Financial Audit

The Board will choose a qualified CPA firm based on proposals gathered by school staff. The CPA firm will audit the school's financial records, including payroll and grants. All transactions and documents will adhere to Generally Accepted Accounting Procedures (GAAP). Furthermore, the CPA will ensure that restricted grant funds have been properly appropriated according to the terms associated with the awarding of those grants. The CPA firm will also make recommendations on general financial accounting and financial analysis practices.

The CPA firm will complete the following annually:

- Annual financial audit which includes review of all financial statements and internal control processes;
- A-133 Single audit (if necessary) if receiving federal funds in excess of the current threshold;
- Any special requirements by charter authorizer;
- IRS Form 990 tax return

V. Financial Readiness

The school's Operational & Financial Team will work closely with the Board Finance Committee to ensure that all finances are accurately accounted for in the school's financial statements.

A Finance Committee appointed by the Board will ensure fiscal accountability and transparency. The committee will accomplish this by performing the following:

- Review and approve annual budget, including revisions if necessary
- In conjunction with the Executive Director, School Leader, and Business & Operations Manager, review the school's financial statements on a monthly basis, including the balance sheet and revenue & expense statement compared to budget;
- Ensuring proper financial and accounting practices in compliance with all applicable federal, state and local regulations by reviewing & approving initial policies and procedures as well as any revisions;
- Conduct thorough investigations of any financial discrepancies or irregularities; report any issues to the appropriate agencies;

- Choose a qualified CPA firm to handle the annual audits and tax returns

Annual operating budgets and any budget updates will be prepared by DFS working closely with the Executive Director, School Leader and Business & Operations Manager. The budget will be reviewed by the Finance Committee and submitted for approval by the full Board. Any updated operating budgets with greater than a 5% variance in either revenue or expenses are required to have full Board approval (after review by the Finance Committee).

The annual operating budget will be prepared using conservative assumptions regarding student enrollment, per pupil funding, federal funding, and expenses. When budgeting expenses, the school will err on the side of budgeting higher usage and higher per unit costs. In addition, the expense budget will contain a reasonable contingency for unforeseen expenses.

ATTACHMENT: Regional Analysis Supplement

Programmatic Approach

Introduction

I never attended an all-girl school. Truth be told, I knew they existed as private schools for privileged kids, something I definitely was not. I did attend a traditional public school. Predominantly black. Bethel Grove Elementary. Sherwood Jr. High (now Sherwood Middle School) and Hillcrest High School. Out of the three, Bethel Grove is now considered amongst the low-performing of schools. Sherwood Middle underwent a turnaround in the past few years, and Hillcrest is now apart of the Achievement School District operated under Green Dot Schools because of its low-performance. Black students. Black teachers. Black neighborhoods. All affected and impacted.

For undergrad, I attended a Historical Black College & University (HBCU). I didn't even consider venturing out further than what had become my familiar learning space. My comfort. When I graduated with my Masters and decided to teach, I ended up in low-performing schools-predominantly made up of black students. The needs and interests of students had changed drastically since when I sat in that seat. The world from my lens had begun to change drastically too. I thought differently. I saw people differently. Even though I attended an HBCU, my classmates were beginning to be somewhat diverse, with some classes having students from all over the world. I had to learn to communicate with them. To co-exist. My professors were not representative of the majority of black students on the campus. I had to also learn how to communicate with them. It was my first stab at being immersed into other cultures and ethnic groups. Not necessarily intentionally, just who the demographics of students and faculty was changing during my tenure. Years later at completing undergrad and later my Masters, I brought those experiences to the classrooms of middle and high students. I wrestled with the lack of diversity our students were exposed too. How unfair it was going to be for these students to leave these classroom walls and experience a world so much bigger than their individual schools, neighborhoods, and communities! How would they communicate? Would they be able to make the sometimes challenging adjust? Were they confident enough in their own selves and identity to openly embrace someone else's? I realized that the current learning space didn't quite provide these opportunities.

For these adolescent girls, I began to notice the rising challenges around self-esteem, self-awareness, and confidence. Despite moving schools from year to year, I was noticing a pattern of adolescent girls not fully knowing their worth, owning their value and developing a competent and confident leaders. The girls would draw too me and I got to hear the stories of their individuals stories of struggle and stress. Again, their stories didn't come close to mine during my adolescent years. I was floored by what my ears had to repetitively hear. Settings changed, but circumstances and stories didn't vary much. What could I do? The burden I began to carry became great which later was followed by a pressing desire to do something. That burden and that pressing desire has led me to this point here-the creation of an all-girl school, not a private school, but one in the public sector. And not for "privileged" kids. But for all kids.

Leaders in the arena with whom I have partnered over the years exemplify qualities that I admire—integrity, resilience, grace, compassion, and vision. While most can agree that the mission of educating girls has never been more vital—historical events and cultural practices demonstrate that—for the foreseeable future, demanding equity for girls in the educational realm will remain a political cause, fraught in the multiple ways such causes are. And this mission, these partners, and that compelling tension are why the work draws me.

This work must be done on a local, regional, national, and global level. This work is never-ending, requiring patience, grit, and stamina. But, most critically, this work centers on girls—real girls whose lives are transformed because of the environments girls' schools provide.

For me, these girls are like the thread that William Stafford writes about in his poem, *The Way It Is*, which tells my story:

"There's a thread that you follow. It goes among things that change. But it doesn't change. People wonder about what you are pursuing. You have to explain the thread. But it is hard for others to see. While you hold it, you can't get lost."

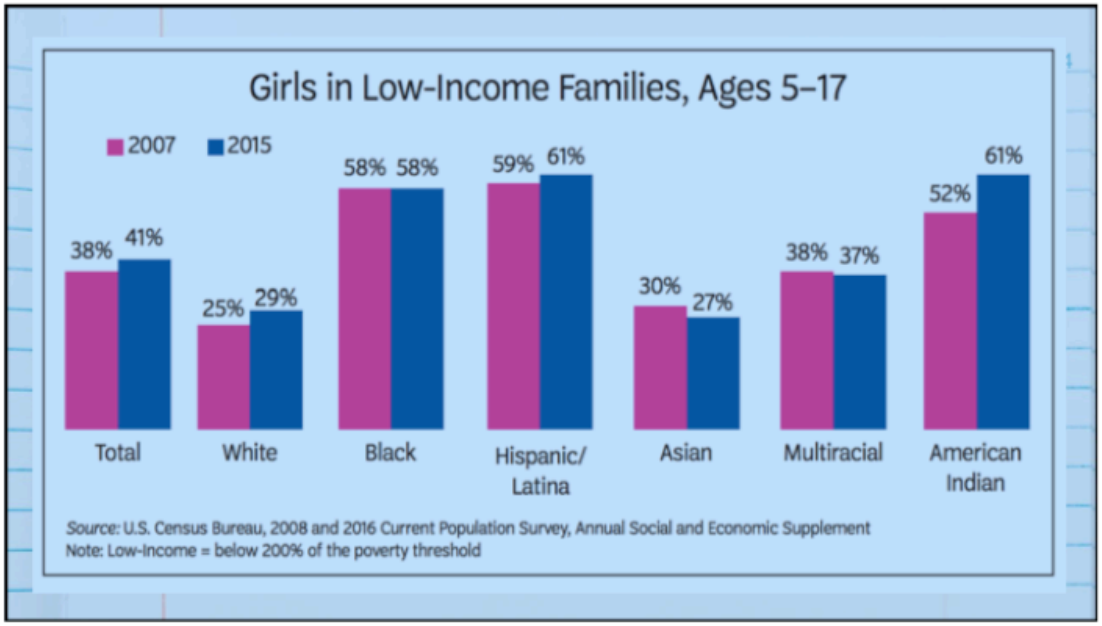
The work of empowering girls ***is*** that "thread" Stafford describes.

Maya Angelou said it best: "*If one is lucky, a solitary fantasy can totally transform one million realities.*" If I'm lucky, my good fortune will be that my fantasy was one imagined by hundreds of others, too: #whyGirls. Thank goodness for the girls of the world, many are following that important, unchangeable "thread," as we know this journey matters to real girls in real ways in real time.

The State of Girls

Girls in the United States are growing up during a period of rapid demographic, social, economic, and technological change. The United States is becoming more racially and ethnically diverse. Family dynamics are becoming more complex. Gender roles are continuing to shift as more women enter college and the workforce. And millions of families with children are still feeling the effects of the 2007–09 Great Recession and its aftermath. These trends are important not only because they may affect how girls are faring today, but also because, in a generation, these girls will enter the workforce and start families of their own.

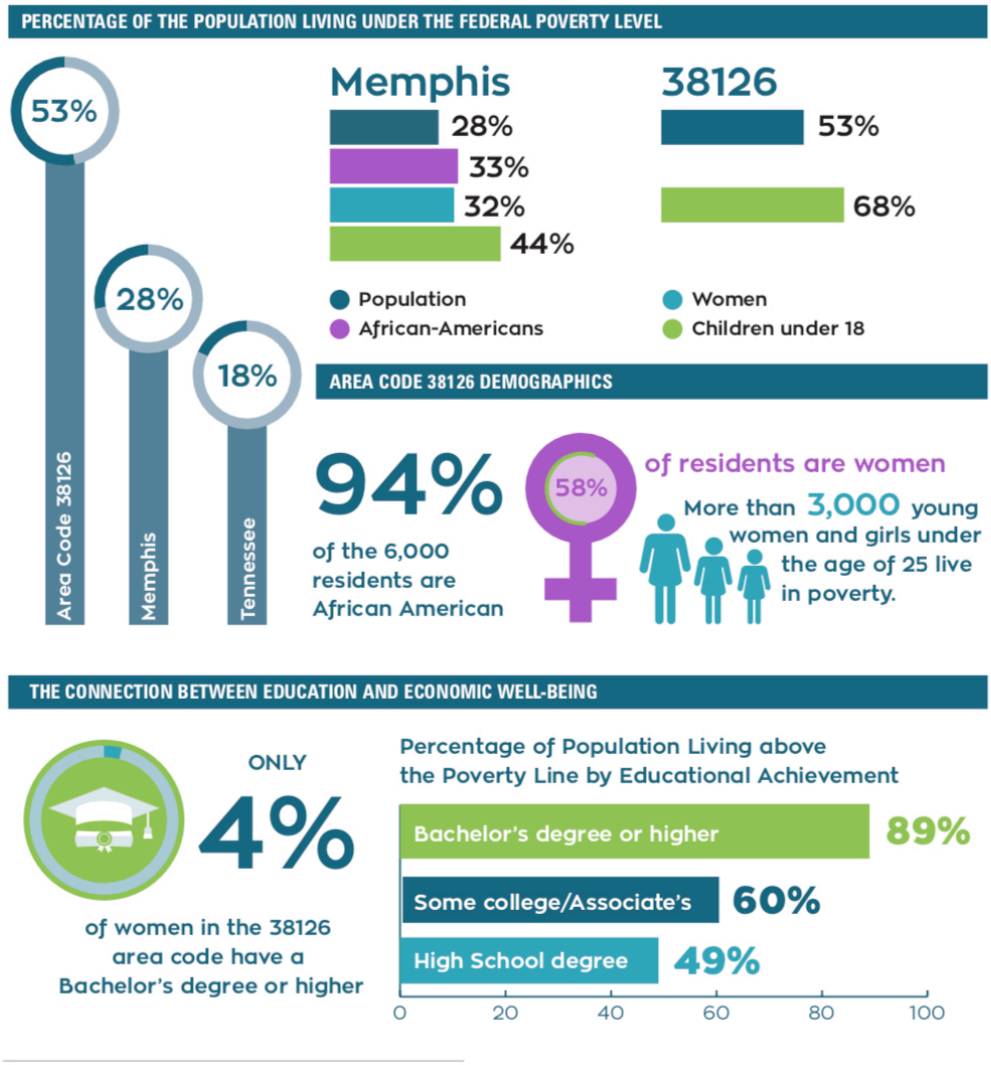
According to the most recent report by Girl Scouts, Inc.(2017), more girls are living in poverty and low-income households today than ten years ago. This is significant because these low socioeconomic-status (SES) girls face considerable challenges that affect their health, happiness, and achievement. Low-SES girls are more likely to be of black/African American, Hispanic/Latina, and American Indian descent. Physical and emotional health are also at risk for girls today—obesity levels have risen and emotional health problems are more common today than before the
recession.



Particularly, low-SES girls are less likely to have health insurance; experience more emotional health problems; have less access to extracurricular activities that promote positive development, such as sports, volunteer,

community, and leadership experiences; and have lower education outcomes over time, including lower preschool enrollment, lower reading and math proficiency, and higher school dropout rates.

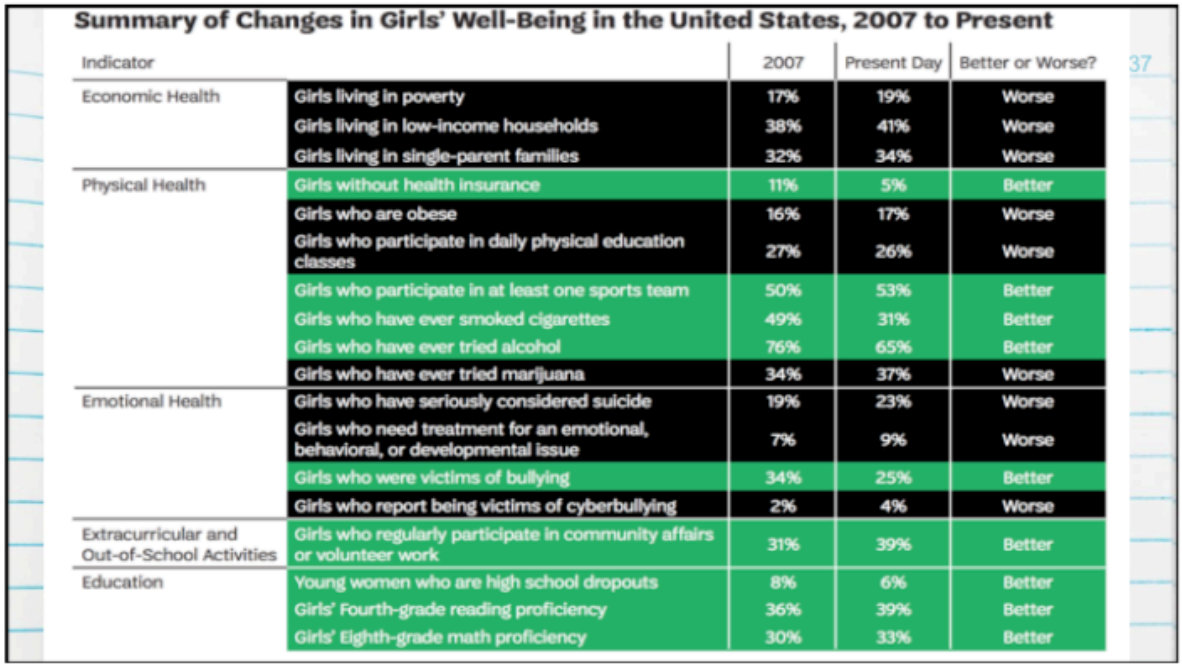
More girls are living in low-income families than in 2007. More than half of black/ African American, Hispanic/Latina, and American Indian girls are considered low- income. Poverty is one of the most widely used indicators of child well-being and has wide- ranging negative effects on children's health, educational achievement, and safety. In 2016, the poverty level for a family of four with two children was $24,300.[122] Girls growing up in poor families are also more likely to experience parental divorce and housing instability compared with girls growing up in more affluent families.[123] In 2015, nearly one in five girls (19 percent) ages 5 to 17 lived in poverty, compared with 17 percent in 2007.



122 U.S. Department of Health & Human Services, "U.S. Federal Poverty Guidelines Used to Determine Financial Eligibility for Certain Federal Programs" (2016), https://aspe.hhs.gov/poverty-guidelines.

123 Jeanne Brooks-Gunn, Greg J. Duncan, and Nancy Maritato, "Poor Families, Poor Outcomes: The Well-Being of Children and Youth," in *Consequences of Growing Up Poor*, ed. Greg J. Duncan and Jeanne Brooks-Gunn (New York: Russell Sage Foundation, 1997): 1−17; Kristin Anderson Moore et al., "Children in Poverty: Trends, Consequences, and Policy Options," *Child Trends Research Brief*, (April 2009), http://www.childtrends.org/wp-content/uploads/2013/11/2009-11ChildreninPoverty.pdf.

Obesity is on the rise for girls. Girls who are overweight are more likely to be overweight as adults, putting them at higher risk of diabetes, heart disease, asthma, hypertension, and other health issues.[124] Rates of obesity have risen slightly for girls ages 2 to 19, from 16 percent in 2007–08 to 17 percent in 2013–14. Black/African American and Hispanic/Latina girls have higher obesity rates than their peers, at 21 percent. The rise in childhood obesity rates has been linked to changes in children's diets, but a decline in physical activity may also play a role.[125] Slightly fewer girls participate in physical education classes now than in 2007. In 2015, about 26 percent of high school girls took physical education (PE) classes five days a week, compared to 27 percent in 2007. Girls are also less likely to participate in PE classes as they grow older. In 2015, about 40 percent of ninth-grade girls took PE classes in school five days a week, compared to just 16 percent of 12th-grade girls.



Summary of Changes in Girls' Well-Being in the United States, 2007 to Present

Indicator		2007	Present Day	Better or Worse?
Economic Health	Girls living in poverty	17%	19%	Worse
	Girls living in low-income households	38%	41%	Worse
	Girls living in single-parent families	32%	34%	Worse
Physical Health	Girls without health insurance	11%	5%	Better
	Girls who are obese	16%	17%	Worse
	Girls who participate in daily physical education classes	27%	26%	Worse
	Girls who participate in at least one sports team	50%	53%	Better
	Girls who have ever smoked cigarettes	49%	31%	Better
	Girls who have ever tried alcohol	76%	65%	Better
	Girls who have ever tried marijuana	34%	37%	Worse
Emotional Health	Girls who have seriously considered suicide	19%	23%	Worse
	Girls who need treatment for an emotional, behavioral, or developmental issue	7%	9%	Worse
	Girls who were victims of bullying	34%	25%	Better
	Girls who report being victims of cyberbullying	2%	4%	Worse
Extracurricular and Out-of-School Activities	Girls who regularly participate in community affairs or volunteer work	31%	39%	Better
Education	Young women who are high school dropouts	8%	6%	Better
	Girls' Fourth-grade reading proficiency	36%	39%	Better
	Girls' Eighth-grade math proficiency	30%	33%	Better

Emotional health is at risk for girls today, as suicidal thoughts have risen. A higher proportion of high school girls seriously considered suicide in 2015 (23 percent), compared with girls in 2007 (19 percent). These rates were highest among younger girls, with 27 percent of ninth-graders having considered suicide during the previous 12 months, compared with 19 percent of 12th-graders. The U.S. Centers for Disease Control and Prevention has reported an increase in suicide deaths among teens and young adults in recent years.[126] The percent of girls who need treatment for an emotional, behavioral, or developmental issue has also risen slightly since 2007; 9 percent in 2011–12 compared to 7 percent in 2007. Emotional health is a challenge for low-SES girls as well. Eighteen percent had difficulties with emotions, concentration, behavior, or getting along, compared to 14 percent of higher-SES girls. And 13 percent of low-SES girls were depressed, compared to 9 percent of higher-SES girls. These troubling trends underscore the need for better mental health assessments and interventions for youth in schools and communities.

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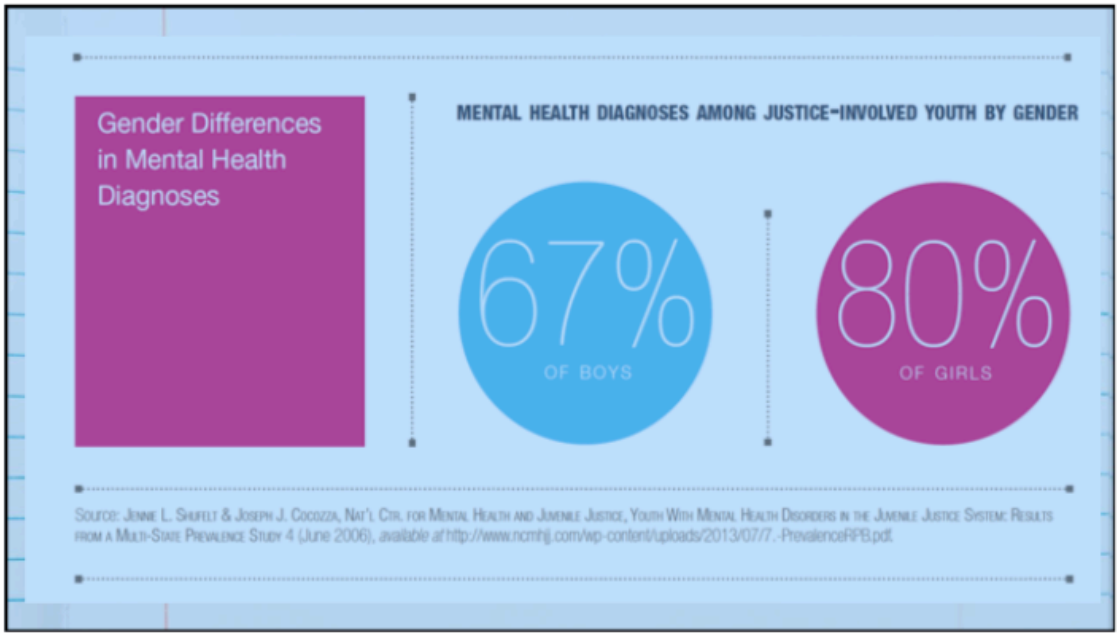
124 Federal Inter-agency Forum on Child and Family Statistics, *America's Children: Key National Indicators of Well-Being, 2015*, https://www.childstats.gov/pdf/ac2015/ac_15.pdf.

125 Stanford School of Medicine, "Lack of exercise, not diet, linked to rise in obesity, Stanford research shows," https://med.stanford.edu/news/all-news/2014/07/lack-of-exercise--not-diet--linked-to-rise-in-obesity--stanford-.html.

126 U.S. Centers for Disease Control and Prevention, "Suicide Trends Among Persons Aged 10–24 Years–United States, 1994–2012," *Morbidity and Mortality Weekly Report* (March 2015), http://www.cdc.gov/mmwr/preview/mmwrhtml/mm6408a1.htm.



Low-SES girls have lower levels of extracurricular participation compared with their higher-SES peers. These differences are found in activity areas that have shown to contribute to girls' positive development. Among 12th-graders, low- SES girls are less likely to participate in community affairs or volunteer work at least a few times a year (73 percent versus 86 percent of higher-SES girls), and less likely to participate regularly in student council/government (6 percent versus 10 percent of higher-SES girls), and sports (17 percent versus 31 percent of higher-SES girls). In 2011–12, the percent of girls ages 6 to 17 who participated in any organized activity after school was lowest in **North Carolina** (72 percent), **Mississippi** (74 percent), **Tennessee** (75 percent), **Texas** (76 percent), and **Georgia** (77 percent), compared with the national average for girls, at 82 percent.

Now more than ever, we need to invest in girls. The Destiny House is committed to ensuring that all girls develop to their full potential. This means providing them with leadership experiences for discovering the world around them, connecting to supportive peers and adults, and taking action in the world now and in the future. Statistics are not destiny!

LISTENING TO YOUNG WOMEN AND GIRLS OF COLOR

In spite of facing widespread poverty and seeing few women in their community attain the post-secondary education that would increase their economic power, the young women and girls of the 38126 area have goals, inner strength, and a desire to create more opportunities for themselves and those who come after them. What follows are the dreams and concerns as well as individual, family, and community assets that girls and young women shared during the course of the YWI Listen and Learn Tour.

What Are Their Dreams?

The vast majority of Memphis girls and young women have plans to go to college and build a bright future for themselves and their families. Reflecting their experience as caretakers in families under difficult circumstances and poverty, many of those who do not have a specific professional goal express a desire to be wealthy — either so they can take care of their families or simply to have the novel experience of a life of ease.

When they dream about the future, the career goals the largest numbers of YWI Listen and Learn tour attendees want to pursue are…

- Science, technology, engineering, and math (STEM) or sports careers.
- Any career that brings them financial independence and personal fulfillment.
- Work that contributes to their community, challenging sexism or helping those in need.

What Holds Them Back?

The most common barriers young women and girls in focus groups feel will keep them from achieving their dreams are:

- Prejudice, bias, and negativity because of their gender.
- Lack of self-confidence or a self-defeating attitude.
- Academic or personal challenges in school.
- Lack of financial resources.

Other major challenges are:

- **Family Responsibilities:** Many feel a strong sense of responsibility to their family. They want to stay near family and work to help with multiple siblings and parents whose income cannot meet the family's needs. Some also feel they need to stay close to home, because parents are afraid of not being able to help them if they go to college far away.
- **School:** Only a small majority say they like school. They face a host of obstacles to learning, including distractions from friends or disruptive students in class, being bullied, not being able to focus on academic work, and not getting along with teachers. Many are self-critical about their abilities and easily discouraged when they do not meet their own expectations for high grades.

- **Discrimination:** Many say they do not believe their race, gender, or religious background limits them, and they have not experienced bias. However, a number of other girls and young women comment that they feel they are or will be treated differently because of their race and gender — even from teachers, who advise girls to pursue different careers than boys with similar grades in their classes.

What Helps Them Overcome Barriers Now?

- **Education**: For the minority who like school, feeling safe and academically challenged there helps them stay engaged in learning. Some mention appreciating the support of a teacher. Nearly all say their family and others in the community value education.
- **Belonging and Support**: A sense of belonging and having supportive relationships are two factors that help young people thrive in spite of adversity. A remarkable proportion of women and girls in the 38126 area have these ingredients for resilience in their lives:
  - Although they can feel overwhelmed with family responsibilities, many draw strength from knowing that people can depend on them.
  - Almost all say they have someone they can depend on. However, while they most often mention their mother, some say there is no one at home they can depend on.
- **Access to Resources**: While middle school students worry that they will not be able to afford to go to college, this concern is much less common among older students. They refer to high school programs exposing them to college financial aid opportunities as helping to reduce their fears that money will be a barrier to college.

What Do Girls and Young Women Want?

- **Adults Who Listen:** They need adults to empathize with them — to let them grow beyond the role of childhood, when adults just told them what was right or wrong, and to hear them when they express themselves and understand their point of view.
- **More Support and Guidance:** Those who do not have support anywhere can feel hopeless about their future. One young woman said, "I feel powerless and alone."
- **Equality and Diversity:** They want to see more equality for men and women and individuals of all races in all areas of life.
- **Personal Safety:** They want less violence in their neighborhood and safer drivers.
- **Opportunity to Lead:** Many want a leadership role in their community and ways to "give back."

- **Changes for the Next Generation:** Many have their sights on changes that will make life better for younger sisters and the future children of their community. Their most common wishes are that girls in their community will:
  - Be more confident about their abilities and persistent in achieving their goals.
  - Act with compassion and a sense of self-respect and pride.
  - Not be constrained in what they do — whether in sports or any other life goal — by other people's sexist or racist biases.

Proposal

While thousands of students from wealthy, middle class and economically stable families & communities from across the county are able to experience varying educational options via private, parochial and independent schools, girls within in the Shelby County Schools (SCS) district have yet to find their individual space to learn, grow, flourish & thrive. By adding a high quality all-girl school option to the district's portfolio, it would certainly appeal to families who would otherwise send their girl students to private schools or independent schools out of the home

district. From a programmatic lens, no other public school within the Shelby County Schools (SCS) district portfolio currently serves an-all girl middle school population. The proposed charter of Rich ED Academy of Leaders (REAL) will be the first of its kind in the city of Memphis, even after reviewing the listing of charter schools expected to open in 2019-2020. Even though 2 of the nine schools will impact the Central West region, neither school services the proposed population of students (all-girls) in either the North Memphis/Uptown communities and/or South Memphis.

Context

All girl schools are not new, but historically is a privilege of being apart of an affluent family and/or navigating some treacherous waters to be one of the girls afforded such once in a lifetime opportunities. An all-girls school beginning at the 6th grade captures girls as they head into the tumultuous adolescent years. It is at this age that girls often begin to lose some of their earlier confidence and their self-esteem can begin to waver. One can't help but imagine the possibilities for all girls if they had this chance to be in their own space specifically designed around their unique needs and interests. How exciting would it be to witness girls find their spark and tap into their fullest potential as they maneuver through learning that even extends beyond classroom walls.

We've seen the benefits of other cities who've thought about the needs of girls long before now and have instituted spaces of learning for girls. The results are exhilarating and indeed hopeful as we prepare the charter the same course right here in our own backyard of Memphis, TN.

The National Coalition of Girls Schools (NCGS) offers these benefits of attending an all-girls school:

- Nearly 100% of girls' school grads go on to college.
- Three times as many alumnae of single-sex schools plan to become engineers.
- Girls' school students spend more hours a week doing homework, attending study groups, tutoring others, and working with their teachers than co-ed school students.
- In a single-sex school, a girl can comprehend her value and her capabilities in ways that have nothing to do with how she looks or whom she dates. Not only is she not in a bubble, she's utterly free to do anything and everything she wants. She can experiment and explore, trying out new things and trying on new identities.
- At a girls' school, a girl occupies every role. She has a wealth of avenues for self-exploration and development and a school full of peer role models.
- While girls' schools may succeed in drawing out the socially underdeveloped, they tend to attract the girl who is a misfit of another kind: one who is bold, socially independent, and smart as can be. She is untroubled by and indeed thrives in a single-sex environment. In her close-knit community, her individuality is nurtured and fed. As a result, a girl becomes more and more comfortable making her own decisions and determining the course of her own life. She becomes accustomed to speaking up and, more importantly, being heard.

Rationale

REAL is needed learning environment in the city of Memphis. We are confident that REAL will bring added value to the district as it seeks to attract students back into the home district, with this single-gender option; and it will enable them to utilize us as a footprint to replicate our practices in other relevant schools within the district. The approval of this charter means bringing the first all-girl charter school to the city of Memphis and only 2nd in the state. How groundbreaking & exciting! REAL will add value to the district and to the state and add diversification to Memphis' school options portfolio. Being a single gender girls' school is filling an unmet need. For instance, by focusing on just girls, research shows that girls are less likely to fall into some of the pitfalls that are often associated with lack of education and growing up in poverty (i.e. drug addiction, mental illness, prostitution. etc.), not to mention the distractions and social pressures associated in a co-educational learning environment. In an all-girls' atmosphere, classroom dynamics shift. Girls can have a greater ability to focus on their focus on their work—and teachers can demand that such work meet the highest standards.

REAL is not only addressing an educational vacuum, but a social vacuum related to women's needs. If girls are better educated, then we will have better homes, cities, communities and a well-prepared pipeline of the next of leaders and productive and successful citizens. We are building the entire school model of REAL around the unique needs of girls. We believe that with the right supports and engaging programs, girls will be able to demonstrate high levels of motivation, resilience and responsiveness. These assets can be leveraged and ultimately lead to positive

outcome for girls—outcomes that defy the statistics and provide inspiration for all of us. As a school design team, we are aware of the various needs of girls and have forged partnerships with various entities in the community and business sectors to help provide a wrap-around approach to providing services to both female students and their families. These efforts will allow for REAL to be a hub of holistic growth, development and sustainability for both the student and her family.

Reimagining Public Education for Girls
It is our belief that a reimagined school, particularly for girls, must link student learning not just with the requirements of life in a global society, but with the opportunities and imperatives of living, working, and thriving in the city of Memphis—which is currently undergoing its own rapid transformations. By linking REAL to the city's emerging needs and opportunities, we have the ability to create brighter futures not just for our girls but for the city as well.

Strategic Components:

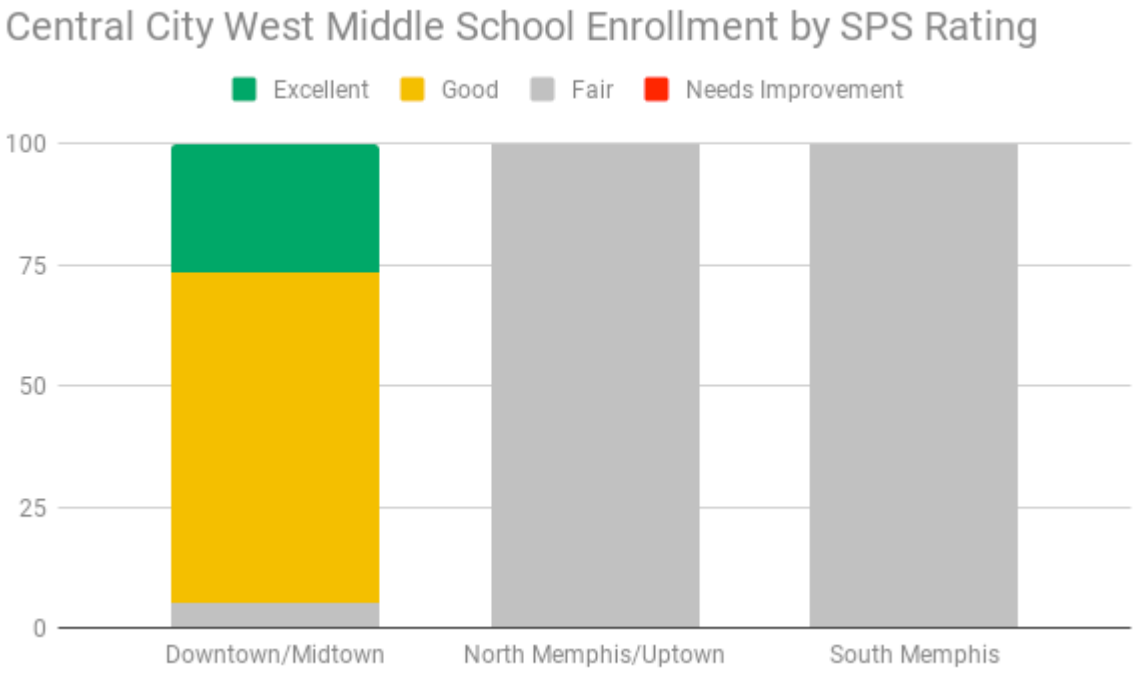
1. Graduate Profile-REAL' Graduate Profile will define the knowledge, skills, dispositions and behaviors we expect our graduates to possess so they are prepared to thrive in life and career.
2. Personalized Pathways-All students will have personalized learning and development pathways.
3. Reimagined Space and Time-We will reimagine the school day, keeping learning standards constant while we explore new ways to use space and time incorporating our community & business partners.
4. Motivation and Mastery-We will embrace engaging new ways to demonstrate mastery while motivating and inspiring ever-greater levels of learning.
5. Real-Life Tasks-We will integrate rich and meaningful real-life tasks into all levels of the curriculum.
6. Cultural Competence-Students will be globally aware and culturally competent. Our graduates will see diversity in its many forms as an asset.
7. Talent and Collaboration-We will attract and grow top talent to fuel our students' success and to embody a culture of boundless aspiration, innovation and collaboration.
8. Innovative System-REAL will be a center of innovation and a leader in creating an engaging new learning ecosystem in the city of Memphis—and beyond.
9. Aligned Investments-Funding and other forms of investment from public, private and philanthropic sources will be tightly aligned to our vision.

Academic Analysis

Based on the data received and reviewed of the Regional Seats Analysis, a key planning document that supports Priority 4 of Destination 2025, to expand high-quality schools, the proposed charter school would help to fill the gap and serve female students in the Downtown/Midtown, North Memphis/Uptown and South Memphis communities where additional academic support is needed.

According to the data released, the majority of middle school seats in the Downtown Memphis area earned a 3.00+ on the School Performance Scorecard. However, 100% of middle school seats in both North Memphis/Uptown and South Memphis scored less that 3.00 on the School Performance Scorecard. Based on the most recent School Performance Scorecard (2016-18), the North Memphis/Uptown and South Memphis neighborhoods have the highest percentage of students in schools with a School Performance Scorecard rating below a 3.00 in the Central City West region. Using 3.00 on the School Performance Scorecard as the marker for performance, the Central City West region needs over 8,000 seats at schools with a 3.00+ SPS. In particular, for middle school, there are 1,448 more seats needed at schools with a 3.00+ SPS. Even though the data shows that there are about 1,500 unused seats the 6-8 level, according to the optimization report from Facilities Planning & Property Management, the Central City West region needs more seats in high-performing schools.

The table below shows the percentage of middle seats according to the proposed neighborhoods of Downtown/Midtown, North Memphis/Uptown and South Memphis.



Our goals as it relates to the expanding of a high-quality are as follows:

*By 2021, create the 1st all-girl public charter school in the portfolio.

*Attract & retain girl students (grades: 6-8) who would otherwise go outside the district to attend school.

*Retain 80% of student attendees/enrollment each year.

*Complete each year with at least a 90% attendance rate.

Conclusion

Single-sex classes and single-sex schools are simply options to teach children all about the real world before they actually enter it. The rationale of an all-girl learning environment is that girls will be able to create a culture in school that supports academic performance and achievement. By providing a single-sex school, student attendance improves, distractions decline, and student participation increases, all of which serve to maximize student achievement. REAL is excited about the future possibilities of empowering girls to explore various subjects and pursue excellence in all disciplines. It is for these reasons that REAL believe that the opportunity to experience a single-gender education should be one that is offered freely to any and all girls who would choose it.